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ABSTRACT

The purpose of this curriculum guide is to assist Training Specialists to teach Adult Basic Education/General Education Development (ABE/GED) students intermediate skills in reading, English, and mathematics. The guide begins with an introduction (purpose, overview, adult learner characteristics, teacher type), curriculum policies, curriculum structure, and specific intermediate level information. Materials are provided for courses at the fifth-grade level (501-503), sixth-grade level (601-603), seventh-grade level (701-703), and eighth-grade level (801-803) for reading, English, and mathematics. Each set of course materials begins with a general objective. The course materials correlate specific objectives with teaching/learning activities (suggestions of possible ways to introduce or clarify a concept) and supplementary exercises (correlations, by exercise number, to the five student supplementary exercise books to be used with this curriculum). Appendixes include samplings of internal and external materials and resources, a list of audiovisual materials correlated to course subjects, a list of Illinois Adult and Continuing Educators Association's professional standards, a training specialist input form, and a 67-item bibliography. (YLB)

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ADULT EDUCATION

INTERMEDIATE CURRICULUM GUIDE

Courses 501-803

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ADULT LEARNING SKILLS PROGRAM

Intermediate Curriculum Guide

Reading: Courses 501-803

English: Courses 501-803

Math: Courses 501-803

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(over 115 Training Specialists served as reviewers)

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INTRODUCTION

Adults aged 18 and over compose the student body of the Adult Learning Skills Program, the largest single program administered by the City Colleges of Chicago. The ABE/GED students and their teachers represent a rich diversity of neighborhoods and ethnic/religious backgrounds. The goal of the Curriculum Guide is to assist the Training Specialists to teach these adults the basic skills contained herein, and to do so as effectively as possible, so that students can progress to their individual goals.

The core of this Curriculum Guide is the scope and sequence presented in the course content section. Each skill was selected by the Curriculum Advisory Committee and validated by over 115 Training Specialists during the initial stages of development. In November, 1982, 120 ABE/GED Training Specialists in Region IV used the curriculum in a pilot project for six weeks. The resulting data was utilized in preparing this edition. Outside evaluators, each with demonstrated expertise in adult basic education, also validated the specific learning objectives (see acknowledgements).

PURPOSE OF THE GUIDE

The average entry point for students in the course structure falls between the fourth and fifth reading grade levels. The majority of students in the ABE/GED program are at this skill level. For this reason, the Intermediate Level Curriculum Guide is the first of a series that will also include Basic and GED Level Guides. This Intermediate Guide is intended to serve the following purposes:

1. to improve the quality of education by standardizing instructional goals in the ABE/GED program.

2. to provide scope and sequence in each content area from which Training Specialists can organize specific lesson plans and structure student work.

3. to orient new Training Specialists to specific content to be covered in each course as well as appropriate methodologies for the adult learner.

4. to assist in the evaluation of Training Specialists' competencies and provide a mechanism on which accountability can be based.

5. to provide Training Specialists with specific criteria to to measure student achievement and help to ensure consistency of that measurement.

An outcome of standardizing the curriculum will be to enable the student to pick up where he left off as he moves within the city (and we do have a fairly mobile student population) or is absent for a period of time (family and occupational responsibilities of adults make this a possibility). Another outcome will be to assist the student to attain educational goals, give him a better chance to become employed or to upgrade job skills, and to broaden the scope and number of alternatives from which he can choose to act. In this way, the program can meet the expectations of students who have well defined goals and also provide methods that will assist other students to identify and clarify their goals.

OVERVIEW OF THE INTERMEDIATE GUIDE

The scope and sequence is reflected in the general and specific objectives that are provided for each course in the course content section. Suggested teaching/learning activities are included to assist you in planning instructional units. A teaching/learning activity is an oral and/or visual exercise, usually initiated by the Training Specialist, through which a specific objective, concept or skill is presented to a student or to a group of students for the purpose of initial introduction, subsequent clarification, or testing student internalization. Creativity and flexibility by the Training Specialist is encouraged, but must be related to the identified learning objectives for each course. Space is provided for you to correlate present or future materials to each objective. (The Guide issued to you remains as Institute property and will be passed on to another Training Specialist if you leave the program; therefore, readable entries are suggested.) The Guide also contains policies associated with the implementation of the curriculum. Each Training Specialist is responsible for reviewing and adhering to these policies. Specific intermediate level information is included to 1) clarify the boundaries of objectives contained in this Guide, 2) define the Training Specialist's tasks, and 3) provide information on resources applicable to this level. The appendices, external resources and the bibliography, should be used to guide you to additional resources for a specific area of interest or concern.

CHARACTERISTICS OF ADULT LEARNERS[1]

In addition to those characteristics which distinguish the less educated learners from the better educated adults, there are certain characteristics which distinguish adult learners, in general, from childhood learners. Among these are the following:

1. The adult learner is likely to be more rigid in his thinking. Through his years of living he has acquired a "set pattern" of behavior, and set ideas of what is right and wrong, fact and fiction. This pattern has to be "unset" in order for learning to take place.

2. He usually requires a longer time to perform learning tasks. While the adult's capacity to learn may have remained essentially unchanged as age has progressed, the older he becomes the slower is his reaction-time and the less efficient are those senses on which learning depends--sight and hearing.

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[1] National Association for Public School Adult Education, Adult Basic Education: A Guide for Teachers and Teacher Trainers, Washington, D.C., 1966

3. He is more impatient in the pursuit of learning objectives. He is also less tolerant of "busy work" which does not have immediate and direct application to his objectives.

4. He requires MORE and BETTER light for study tasks. This is particularly true for adults over thirty-five years of age.

5. The older adult has restricted powers of adjustment to external temperature changes and to distractions. He requires a more constant and ideal environmental condition in order to work efficiently.

6. He has greater difficulty in remembering isolated facts, although his comprehension of difficult reading materials shows little or no change from childhood.

7. He suffers more from being deprived of success than does the young learner, and he is motivated more by the usefulness of the material to be learned.

8. He is less willing to adopt new ways, or even to try new ways of doing things than are young learners, but he is less distracted by social interests, and tends to be steadier in the pursuit of learning tasks.

9. He has more compelling responsibilities competing with education for his time, and since he is typically an evening "after work" student, he is more likely to be physically tired and less alert when he comes to class.

10. He has more experience in living, and this gives him the advantage of being more readily able to relate new facts to experience. This gives added enrichment and reinforcement to his learning.

11. Returning to school has been a momentous voluntary decision for him, and his attendance often represents a considerable sacrifice. Having made this important and commendable decision, he expects (and deserves) to be treated as an adult.

Many of our Training Specialists have taught in elementary and secondary schools. You should keep in mind the following characteristics of adults as learners as compared with children.[2]

1. Adult are more realistic. They have lived longer and have a different perspective on life. They no longer see life through rose-colored glasses but as a set of realities.

2. Adults have had more experience. They have insight and see relationships not discerned by children. They have a sense of what is likely to work and what is not - a sort of accumulated wisdom.

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[2]National Association for Public School Adult Education, Adult Basic Education: A Guide for Teachers and Teacher Trainers, Washington, D.C., 1966

3. Adults have needs which are more concrete and immediate than those of children. They are impatient with long discourses on theory and like to see theory applied to practical problems.

4. Adults do not comprise a captive audience. They attend voluntarily and if interest is lacking, they are inclined to stop attending.

5. Adults are used to being treated as mature persons and resent having teachers talk down to them.

6. A corollary of point 5 is that adults enjoy having their talents and information made use of in a teaching situation.

7. Adult groups are likely to be more heterogeneous than youth groups. Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and intelligence levels than youth.

8. Adults through their fifties, and sometimes well beyond, can learn as well as youth, although, because of a decrease of physical capabilities they may not perform some academic tasks as rapidly as children.

9. Adults attend classes often with a mixed set of motives - educational, social, recreational, vocational or occupational.

10. Adults are sometimes fatigued when they attend classes. They, therefore, appreciate any teaching devices which add interest and a sense of liveliness, variety of method, audio visual aids, change of pace, and a sense of humor.

As an adult educator you are a guide. If you study the needs and capabilities of your students, "you must know what a person 70 years old is like, how he learns, why he behaves as he does, and ... proceed accordingly. The same holds for those 30,. All persons can learn if they are intelligently and skillfully helped."[3]

THE TYPE OF TEACHER ABE/GED LEARNERS SEEM TO NEED

The adult student at every level needs to build trust that you, his teacher, are genuinely interested in him and non-judgmental about his lack of skills. The following description of the type of teacher under-educated adults seem to need was given in Adult Basic Education: A Guide for Teachers and Teacher Trainers.

a. Patient -- The adult students always take twice as long to do a job as you think they will. The ones who finish earlier need to have things which they can do on their own to help themselves.

b. Versatile -- Because of the frequent need for drilling, teachers must vary the types of exercises and drills used to help stimulate student interest and mental agility through the application of small units of knowledge to many different uses.

[3]Bergevin, Paul, A Philosophy for Adult Education. New York: The Seabury Press, 1967.

c. Quickly analytical -- The teacher needs to be able to size up the weaknesses and strengths of the students in one class period, if possible, without seeming to be doing this.

d. Humorous -- The ability to see the funny side of problems and never to despair.

e. Optimistic -- The teacher needs always to believe in miracles and never give up on anyone, and never to think of any problem as impossible to solve. He needs to send out rays of this feeling to the students since they are easily discouraged. The student will acquire the difficult but desired skills with time.

f. Understanding -- The teacher needs to know frustration, sense when things are too much for the students, and ease up on them. At the same time, he constantly needs to expect more of them and to push them GENTLY on to doing more ...<u>using</u> the knowledge they have learned. <u>Expect</u> them to do this.

g. Philosophical -- He needs to keep trying to get the students to assume responsibility for their own learning, to help them face their fears and get around them. He needs to explain the reason for each lesson, why it is so designed, what it is to teach, how to do the lesson to learn the most. (Some students are often creative about finding short-cuts or devising their own method of completing a task...perhaps defeating the learning process, but "getting it done." Encourage the students to follow the method and process presented in class.)

h. Creative -- He needs to be able to think of new approaches...go at the same lesson a bit differently.

i. Perceptive -- He needs to be able to present practical applications of new information, so the students can learn something useful quickly and see their success, along with long-range work, so that something is always growing and building up.

j. Tomorrow-looking -- He should be able to instill in the students AWARENESS of the world around them...all the interesting things they don't know but could learn about, and he should recognize that he will not teach them all they need. Students need to learn to teach themselves...learn how to do things, want to do them and take the responsibility for their own learning.

k. Flexible -- He should be free to have a "spur of the moment" inspiration and time to try it. If what is planned is not quite right, drop it, adapt it, or forget it.

THE PSYCHOLOGY OF LEARNING[4]

Students don't learn as a result of what teachers do, but as result of what teachers get them to do. This basic principle is as important for students to understand as it is for teachers. The student who expects to learn by simply sitting back and listening is likely to be disappointed. The teacher, on the other hand, who relies solely on the "I'll lecture, you listen" type of teaching is not likely to see much learning take place.

Why is this? Learning is change - behavioral change in an individual. Behavioral changes don't truly become a part of a person until he has reinforced them through use. For example, a student can memorize the operation of a piece of equipment or a new word for his vocabulary. But he doesn't actually "learn" those things until he practices operating the equipment or using the new word. The student, in short, must be involved in the process of learning.

BASIC LAWS OF LEARNING[5]

The law of effect - People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are annoying. If an adult enrolls in a course expecting to learn to read, and quickly finds that he is learning it and enjoying the learning process, he will tend to want to keep returning to class. Moreover, he probably will want to enroll in more courses upon completing the first one. In short, "nothing succeeds like success." Students should experience personal satisfaction from each learning activity and should achieve some success in each class period by mastering some new idea or operation.

The law of primacy - First impressions are the most lasting. This means that those first classes are all important. The teacher should arouse interest, create a sense of need for the subject matter, and ensure that the students learn it correctly the first time.

The law of exercise - The more often an act is reapeated, the more quickly a habit is established. Practice makes perfect - if the practice is the right kind. Practicing the wrong thing will become a habit, too - one which is hard to break. The teacher should be sure that his students are performing an operation correctly.

The law of disuse - A skill not practiced or a knowledge not used will be largely lost or forgotten. The teacher should recognize the value of repetition in the classroom for reinforcing newly gained knowledge or skills. Studies have shown that the period immediately following the learning process is the most critical in terms of retention. Important items should be reviewed soon after the initial presentation.

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[4]National Association for Public School Adult Education, Adult Basic Education: A Guide for Teachers and Teacher Trainers, Washington, D.C., 1966.

[5]Ibid.

The law of intensity - A vivid, dramatic, or exciting learning experience is more likely to be remembered than a routine or boring experience. This doesn't mean the classroom should be a circus or a theatre-in-the-round. But, on the other hand, the teachers (and their subjects) longest remembered are those who had the ability to "bring their subjects alive." By using vivid examples and other supporting material, teaching can be dramatic and realistic.

I. CURRICULUM POLICIES

The following policies have been established to provide students with a logical progression of skills to be mastered and to ensure acquisition of skills as effectively and rapidly as possible. Training Specialist failure to adhere to these policies may result in probation, suspension, or termination.

A. The specific objectives contained in the course content section will be utilized as the basis for instruction for all students enrolled in Courses 501 through 803. These objectives represent the minimum content for each course. Training Specialists are encouraged to add other skills as required by individual student need.

B. Training Specialists will administer and score the TABE test, Level M, Form 3 to all new students. The resulting course placement will reflect the students actual composite score.

C. Grading Policy: At midterm and at the end of each module, Training Specialists are to grade students. Grades are as follows:

S - Satisfactory
F - Failure
WTH - Student-initiated withdrawal
ADW - Administratively withdrawn (dropped from class by Training Specialist)

Students must complete each course satisfactorily before going on to the next. Only courses in which a final grade of unsatisfactory (F) is received may be repeated. A student may repeat a course only <u>one</u> time.

D. Skills Assessment Policy: It is the responsibility of each Training Specialist to evaluate the students' progress prior to mid-term. This assessment should be utilized in prescribing instruction for the remainder of the module.

E. Homework Assignment Policy: Illinois Community College Board Manual of Policies, Procedures and Guidelines, Procedure 33.60, requires that each Training Specialist must inform his/her students that for every hour of classroom instruction <u>each</u> Training Specialist is required to assign two (2) hours of homework.

II. CURRICULUM STRUCTURE

A. Program Structure

1. Our academic terms, called modules, are eight weeks in length. Students enroll every eight weeks for a new module. There are normally six modules a year.

2. Within each module of 8 weeks duration, students can elect to take 2, 4, 6, or 8 credit hours. Each 2 credit hour course equals 1600 instructional minutes. Therefore, a student taking 2 credit hours normally attends class 2 days a week for 2 hours per day; a student taking 6 credit hours normally attends class 4 days a week for 3 hours per day, or 3 days a week for 4 hours per day.

B. Course Structure

1. Our curriculum is based on a sequential series of 36 courses. Course numbers are prefaced by the approximate reading grade level. There are three courses within each grade level.

BASIC LEVEL

101 102 103	1st grade level
201 202 203	2nd grade level
301 302 303	3rd grade level
401 402 403	4th grade level

INTERMEDIATE LEVEL

501 502 503	5th grade level
601 602 603	6th grade level
701 702 703	7th grade level
801 802 803	8th grade level

GED LEVEL

901 902 903	9th grade level
1001 1002 1003	10th grade level
1101 1102 1103	11th grade level
1201 1202 1203	GED REVIEW

GED Review courses (1201 - 1203) are individualized according to student need because only those students who have completed the regular GED preparation (courses 901 - 1103) but who failed to pass the GED examination can register for GED Review.

2. Students will be placed in their initial course according to their composite score from the TABE Level M, Form 3 test. Correct placement in accordance with a student's skill level is crucial for instruction to be appropriate. A student cannot progress readily if placed in courses above his skill level. Students will start at one of five entry points in the curriculum.

COMPOSITE SCORE	COURSE PLACEMENT (Entry Points)	
0 - 2.9	101	Basic
3.0 - 4.9	301	
5.0 - 6.9	501	Intermediate
7.0 - 8.9	701	
9.0 and above	901	GED

C. Integration of Course and Program Structure

Putting together the information on the program structure with the course structure, students enroll as follows:

1. A student taking 2 credit hours would complete <u>one</u> of the 36 courses within one 8 week module.

2. A student taking 4 credit hours would complete <u>two</u> of the 36 courses within one 8 week module.

3. A student taking 6 credit hours would complete <u>three</u> of the 36 courses within one 8 week module.

4. A student taking 8 credit hours would complete <u>four</u> of the 36 courses within one 8 week module.

This structure allows students to pace themselves according to their time, motivation and ability. The majority of our students take 6 credit hours, or 3 courses, within one 8 week module. Though students are given these options, it is not the expectation that all will be able to complete the equivalent of one grade level per module. The determiner of student readiness for movement to the next level is mastery of the skills deemed necessary.

III. SPECIFIC INTERMEDIATE LEVEL INFORMATION

The intermediate level of ABE/GED has often been called pre-GED. There has been confusion regarding levels of adult basic education for some time. The goal of most students in our program is to pass the GED. Therefore, they say they want to register for a GED course. Training Specialists also have often assumed they were teaching GED but complained because most students could not handle the GED level (9th grade and above) material. In fact, only those Training Specialists who have classes where most of the students have skill levels above the 9th grade level and are enrolled in courses 901 and above are actually GED teachers.

The majority of our students fall between the fourth and fifth grade reading levels. They usually have completed one or two years of high school but have not mastered reading comprehension, English language or arithmetic skills beyond the fifth grade level. The students have typically been out of school for three or four years. Some have been working or raising a family and return 10 or 20 years after dropping out.

Training Specialists do not usually have expertise in all three content areas (reading, English and math) when they first begin teaching at the Intermediate level. It is for this reason that an attempt was made to include teaching/learning activities in the course content section. Some of the notes are included to clarify concepts that may not be included in commercial materials but are essential to the students' academic progress. Reviewing these teaching/learning activities will help to refresh your memory in content area skills you may not have used since college.

Approaches to conveying content are, in some part, left to the Training Specialist's determination. However, "another important aspect of an integrated approach is the recognition that learning is a social process as well as an individual activity. Many important learning outcomes, especially those of a social-emotional nature, occur as a result of interpersonal or group activities so that intermediate level students should experience group learning situations as well as receiving individual attention."[6]

Following is a general description of the goal of instruction in each of the content areas. Priority skills are identified to help you determine which skills should be emphasized.

A. Reading - Reading comprehension at the Intermediate level focuses on developing the ability to find the main idea, determine relationships such as cause and effect, and begin to infer meaning from reading passages. Students must never be allowed to lose sight of what reading really is - a process of getting meaning from the printed word.

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[6] Ministry of Education, Province of British Columbia, Adult Basic Literacy Curriculum and Resource Guide, Canada, 1980.

"Comprehension in reading is usually described as a thinking process in which a reader grasps an idea from print, understands it within the bounds of experience, and interprets it appropriately to need and purposes. In the past it was thought that once word identification skills were learned, comprehension ability would follow automatically. However, it is now recognized that, although some comprehension may come easily, students can improve the ability to reason while reading and that comprehension should be systematically taught."

"Comprehension in reading, of necessity, begins with word identification. If the reader cannot adequately identify visual symbols then it is impossible to get meaning. The skills of word identification must be evaluated and then taught or remediated as necessary. This is not to say that these skills are to be perfected before comprehension skills are undertaken. In fact, comprehension skills in reading should be taught right from the initiation of reading instruction. Comprehension skills and word identification skills should be complementary rather than sequential."

"All students should be exposed to a great variety of reading materials. They should be encouraged to improve their reading by reading extensively. To this end, teachers should be able to guide students to materials of appropriate interest and readability. Adults should be encouraged to seek reading materials which are an enhancement to life: materials which offer pleasure, knowledge, values, enlightenment on problems of daily coping, and expansion of attitudes and beliefs."

"Problem-solving skills for adults should emphasize generalization to situations which are not necessarily academic. These skills rely heavily on comprehension in that they begin with the setting of a purpose or goal and involve an ongoing thinking process. Adults will be called upon to apply skills in problem solving to personal situations, or in group functioning, or to problems requiring general knowledge as encountered on the job, in the household, or in school."

"Increasing one's vocabulary is an ongoing process throughout adult life. ... The development of an increased vocabulary and the refinement of vocabulary acquisition skills are important skills for students to master. Every adult develops vocabulary on four levels of increasing complexity: listening, speaking, reading, and writing."[7]

B. English - Determining sentence structure components, parts of speech, subject/verb agreement, capitalization and punctuation are among the skills that are prerequisites to moving to a GED class and as such are priority areas for Intermediate level instruction.

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[7] Ibid.

Language skills at this level should be blended with writing skills. Although writing skills are not tested on the GED, they are basic to further academic study in any area. The grammar system is particularly difficult when it conflicts with oral language. Subject/verb agreement is particularly important to master at this level. The parts of speech are not to be emphasized as individual units. Rather, they should be taught in relationship to how they function in sentences. In the later courses of the Intermediate level, study skills such as outlining and paragraph development relate to organizational skills and introduce the student to logical presentations of information.

C. Mathematics - An Intermediate level student should be ready to learn decimals and fractions, including the specialized vocabulary that accompanies these skills. At this stage, increasing the student's ability to translate and solve word problems is basic to his continuation on to a GED class.

"Studying mathematics enables people to acquire quantification and measurement skills that can be applied in numerous aspects of their lives. The development of understanding is paramount for successful learning in math. Learning should not be narrow and simplistic. To facilitate learning for understanding, the Training Specialist should seek to:

1. Develop computational skills necessary in dealing with life situations,

2. Increase the confidence level of the learners by emphasizing the rational nature of mathematics,

3. Expand the range of intellectual skills that learners can bring to bear in applying mathematics to their lives, and

4. Develop positive attitudes toward doing mathematics."[8]

Decimal skills are presented in this Guide as an extension of the basic computation skills. Emphasis should be placed on decimal systems such as money. "The teaching of fractions is useful to the extent that it increases the student's insight into the concept of portions of a whole and develops strategies for problem solving. Fractions are important in a decreasing number of situations, but they are also commonly seen and heard. Thus, fractions are presented here after decimals which are regarded as more important."[9]

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[8] Ibid.

[9] Ibid.

IV. COURSE CONTENT

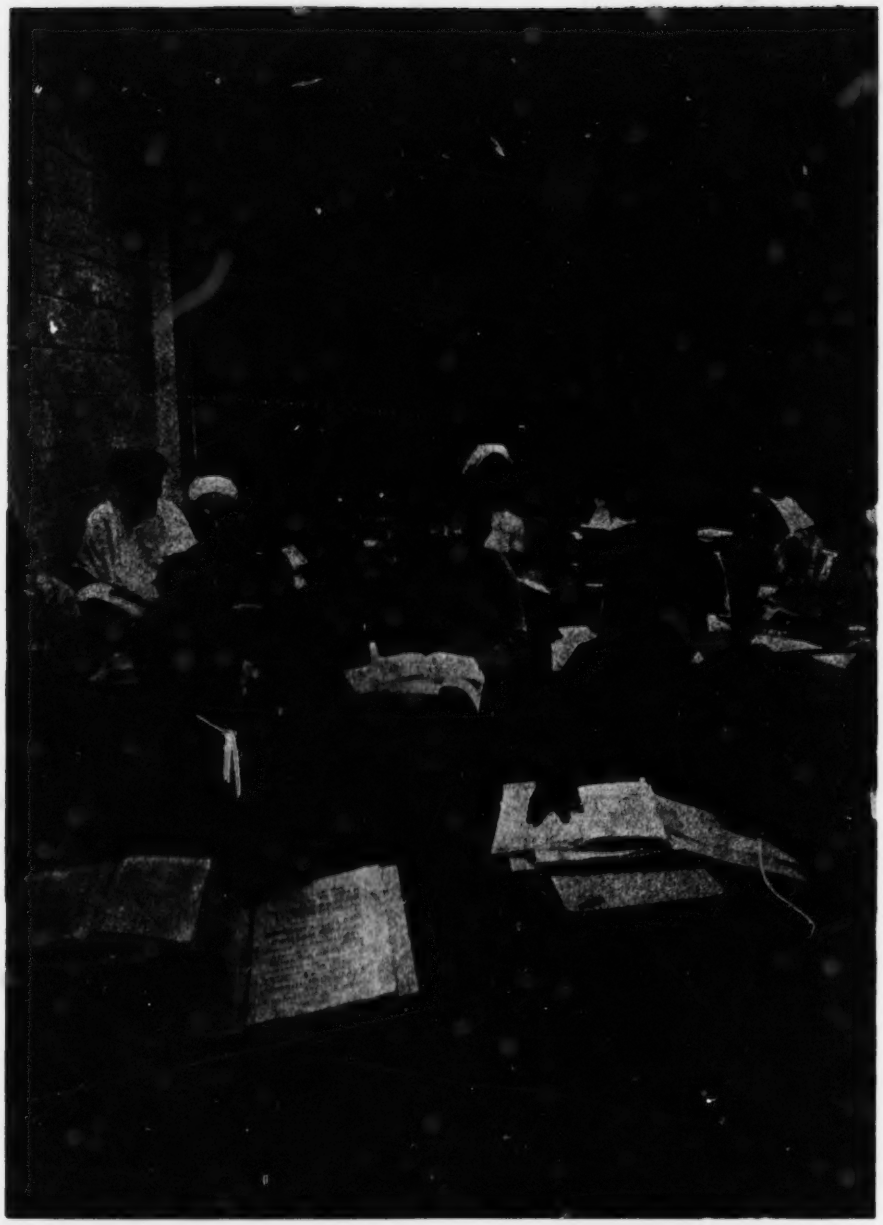
The following pages detail the objectives for each course. To determine all of the objectives for any particular course you must check the specific objectives in each of the three content areas (reading, English, and math). The objectives for each content area were combined so you can see the development of skills in each area. It is often important to review what skills have been taught in previous courses and what skills are going to be covered in subsequent courses.

The teaching/learning activities are suggestions of possible ways to introduce or clarify a concept. There are many other effective methods for teaching any specific objective. If you have had particular success with approaches not included in this Guide, please use the Training Specialist Input Form in Appendix E to share your approach in the revision of the Guide.

The Supplementary Exercise column has correlations to the five student supplementary exercise booklets to be used with this curriculum. Feel free to write in this column your correlations to pages in available commercial materials or other resources.

Remember that this Guide will be passed along to another Training Specialist if you leave the program. Your notes may be particularly helpful to a new Training Specialist.

READING



Courses 501–603

GENERAL OBJECTIVE: The learner will demonstrate an understanding of simple context clues, vocabulary in geography, and synonyms. The learner will also demonstrate the ability to select the title for a paragraph and to locate specific information concerning maps.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a.. recognize simple context clues.	- Explain to students that using context clues is getting the meaning of an unknown word or figuring out a missing word or word order by examining the context. The context can be nearby words, sentences or paragraphs. There are many types of context clues. Three common types follow: 1. A definition clue defines the unknown word in the sentence. (Example: The refugees fled, ran away, from their war-torn city.) 2. An example clue gives an example which explains the unknown word. (Example: Condition were altered when the new ruler was chosen. Levels of import and export rose. Better crops were produced. A rebuilding program improved people homes.) 3. When a reader uses experience clues, he uses his own background to figure out a missing word or to determine the meaning of an unknown word. - Give students an activity in which they have to use the context to determine the meaning of underlined words. EXAMPLE: It took me a decade to write the book. This ten-year period seemed to pass quickly. (Decade means "a period of ten years".) - Give students an activity in which they have to choose (from a choice of three words) the word which makes the best sense in each sentence. EXAMPLE: An Egyptian mummy is the preserved dead body of an important ruler. (matter, mother, mummy) - Give students an activity in which they have to circle one word (from a choice of three) which answers each question. EXAMPLE: Which word names a continent? (Chicago, New York or Africa)	1, 2 24

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	-Give students an activity in which they have to unscramble groups of words and arrange each group into a sentence. Students should also add the correct capitalization and punctuation when the sentences are unscrambled. EXAMPLE: 1. Scrambled Sentence the Tut was a exhibit great King success Unscrambled Sentence The King Tut exhibit was a great success. 2. Scrambled Sentence the Egypt is River Nile in located Unscrambled Sentence The Nile River is located in Egypt. -Design an activity in which emphasis is placed on the anticipation aspect of using context clues. Students should be asked to underline the words they would expect to appear in a specific type of story. EXAMPLE: 1. Underline the words that you would expect to find in a story about the Civil War. slave railroad dancer soldier ruler flower weapon army king South 2. Underline the words that you would expect to find in a story about the Great Lakes. Huron Ontario Pacific Michigan Superior Erie Atlantic pond puddle lake	

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific Objective a continued	- Construct a completion activity for using context clues. Begin by deleting words from a short reading selection. As students read the selection, they should fill in each omitted word from a choice of several words. EXAMPLE: wool mourning symbol purple office sandals border colorful feet Roman men dressed in togas made of heavy *wool* or linen. This form of dress was a *symbol* of dignity. A person running for a public *office* wore a white toga. A person in *mourning* wore a black toga. Priests and judges wore a toga with a purple *border*. Wealthy young boys also wore a toga with a *purple* border. Roman women dressed in long, *colorful* tunics. These tunics hung from the neck to the *feet* and were full belted. Both men and women wore shoes or *sandals* on their feet. - Vary the above activity by having students fill in each omitted word with a word that makes sense. You should also leave the first and last sentence intact. EXAMPLE: Roman men dressed in togas of heavy linen or wool. This form of dress was *a* symbol of dignity. A person running for a *public* office wore a white toga. A *person* in mourning wore a black toga. Priests and judges *wore* a toga with a purple border. Roman *women* dressed in long colorful tunics. These tunics hung *from* the neck to the feet and were full belted. Both men and women wore shoes or sandals on their feet.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
b. recognize and define selected words related to geography.	- Bring in a globe or world map. Have students identify the continents and the oceans. The continents are Asia, Africa, North America, South America, Australia, Antarctica, and Europe. The oceans are Atlantic, Pacific, Indian; Arctic, and Antarctic. -Give students a list of words related to geography. Discuss their definitions; then ask students to use them in sentences. Suggested words for this level: equator, atmosphere, hemisphere, plain, atlas, magnet, compass, continent, pole, region. -After a student draws a rough outline of one of the seven continents on the board, request that the class guess and write the name of the continent drawn. Continue until all of the continents are illustrated. -Game: Countries and Continents. The object of this game is to name the continent in which a country is located. Make a list of countries as students volunteer names. Divide the class into two teams. Team members may choose their own team names. Call the name of the first country on the list and wait for answers. Continue in this manner until you have called out all of the names. A point is scored by the team whose member is the first to shout out the correct answer. All students are to write the country's name and correct continent after each correct answer. The team with the highest number of points wins the game.	3, 4
c. recognize words that have the same or similar meanings.	-Develop a chart such as the following. Then ask students to circle the synonyms for words in the first column.	5, 6, 7

stone	strong	(rock)	rough
scent	sight	cent	(odor)
short	(low)	round	rise
aid	(help)	hit	hope
tiny	huge	(little)	fat

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	-Give students two columns of words. Have them match the words in column A with their synonyms in column B.	

EXAMPLE:

Column A	Column B
c 1. difficult	a. quiet
a 2. calm	b. lead
d 3. rigid	c. hard
e 4. oldest	d. stiff
b 5. guide	e. eldest

-Give students a list of words. Have them write one synonym for each word.

EXAMPLE:

Words	Synonyms
1. mistake	error
2. hat	cap
3. wet	moist
4. twelve	dozen
5. purpose	goal

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	-Give students groups of synonyms. Ask them to underline the word that does not belong in each group of synonyms. EXAMPLE: 1. beautiful, lovely, attractive, funny 2. talk, listen, speak, discuss 3. huge, big, best, large 4. glad, sad, happy, joyful 5. swim, walk, hike, stroll -Give students a series of sentences with a synonym underlined. Then ask students to circle the word which is a synonym for the underlined word in each sentence. Students are to choose from the three options given. EXAMPLES: 1. I must warn you that anything you say can be used against you. a. (caution) b. ask c. obey 2. Anyone accused of a crime has the right to have an attorney. a. witness b. trial c. (lawyer) 3. The store manager caught the shoplifter. a. child b. (thief) c. guard 4. The shoplifter was speechless until the police arrived. a. (silent) b. noisy c. stealing	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- Have students choose synonyms for words from a given word list.	

EXAMPLE:

Word List

pain, jump, attempt, punch, wicked, speak, scared, aged, protect, tour

1.	leap	jump	6.	hit	punch
2.	ache	pain	7.	bad	wicked
3.	try	attempt	8.	trip	tour
4.	guard	protect	9.	old	aged
5.	talk	speak	10.	afraid	scared

-Give students pairs of words. Ask them to write S next to the pairs of words that are synonyms.

EXAMPLES:

S	1.	dine eat	S	5.	bucket pail
	2.	flour flower		6.	weak week
S	3.	evening night	S	7.	certain sure
	4.	steel steal	S	8.	stream creek

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
d. select the appropriate title for a paragraph.	- Give students a paragraph orally or in writing. Have them answer questions about it that relate to the main idea. EXAMPLE: A relief map shows changes in the land's height above sea level. Relief maps are always made in different colors or different shades of gray. A key to the map tells what each shade means. On a colored map, green is usually used for the lowlands. Yellow is used for middle heights above sea level, and brown represents the highlands. High mountains are colored purple. Their peaks are white. The white on a relief map is like the snow that never melts in the very cold mountain air. Questions About the Main Idea Ask: What is the paragraph about?/ Answer: relief maps Ask: Which title best fits the paragraph: a. Height Above Sea Level; b. Snow Never Melts in the Cold Mountain Air; c. Reading a Relief Map Ask: Why did you choose c. as the best title? Ask: Why are the other two titles not good ones? Ask: What title can you make up that would express the main idea of the paragraph? -Have students match newspaper headlines with news articles. Have them explain why the headline they chose matches the article. -Teacher and students may bring in magazine or newspaper clippings related to geographical subjects. Classmates are to express the main idea by giving titles to the clippings. Specific areas of geography may include landforms, rock formations, elevation, seas, lakes and oceans, volcanoes, evaporation, pollution, swamps, wind patterns, animals and/or birds in an area, etc.	8, 9, 10

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
e. locate specific information using maps.	-Bring in examples and explain the use of different kinds of maps such as: road maps, weather maps, industrial maps, transportation (CTA) maps, topographical maps, political maps, air flow maps, building maps ("You are HERE"), airline maps, sea flow maps, geological maps, city maps, migration maps (birds, people) -Have students answer questions about distances and places using a pictorial map. -Encourage students to bring a variety of maps to class. Ask them to discuss and define the symbols used. Ask them to discuss and define the map keys. -Have students interpret information from specific maps, using the map keys. -Have students draw maps of their neighborhoods. Major streets and buildings should be labeled. -Assign students to give oral directions, explaining a route from one city location to another. -Have students show how to get from one place to another using a CTA map. Start out in a specified place and show how to get to the Loop, White Sox Park, etc. -Have students draw a map, with cross-streets, illustrating their route to such places as from home to the classroom, from home to work, from home to the doctor, etc. -Have students name cities they would like to visit and trace a route, using a road map or airline map. -Have students draw a map (or plan) of the classroom. -Have students answer questions about directions using a neighborhood or city map.	11, 12

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective e continued	- Show students examples of highway markers and symbols. Have them answer questions about highway directions using markers and symbols. - Give students a map of the United States. Then have them answer questions about the state of Illinois in relation to other states. Students may also ask their own questions for the class to answer. - Introduce a road map of the United States. Trace the length of highways 90, 94, and other selected highways. - Instruct students to discuss, then write a paragraph about their travel experiences using maps. - Obtain a map of Chicago voting districts from City Hall or newspaper archives and discuss reasons for the boundaries. These reasons involve population numbers and the duty of representatives to improve or maintain the quality of life for people in the district.	

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GENERAL OBJECTIVE: The learner will demonstrate an understanding of vocabulary in civics and antonyms. The learner will also demonstrate the ability to identify the main idea in a paragraph and to locate information using charts and graphs.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. recognize and define selected words related to civics.	- Have students begin a card file of difficult civics words encountered in their reading. The front of each card should have the printed word. The back of each card should have the meaning of the word and a sentence using the word. After a week, have students compare these words. Compile a master list of words (from the word card file) according to their frequency. Distribute the master list to students. Have students study the words because they will be used in a word game called "Name That Word." - To play "Name That Word" divide the class into two teams. Each team will pick a leader to represent them. You should also choose a score keeper and a timer. To begin the game, read a description (from the word card file) to the leader of team A. Give him a specific time in which to give a word to match the description. If he can not give the correct word, it goes to the other members of team A. If the leader of team A gives the correct word, the team gets 5 points. If any team member gives the correct word, team A gets 1 point. If no one on team A can give the correct word within a specific time period, the description is then reread to the leader of team B. Continue the game the same as with team A. However, if team B does not give the correct word, you should give both teams the correct word to match the description. Continue in this manner throughout the game. The winner is the team with the highest number of points. - Help students master vocabulary words by associating the terms with their unique origins. Begin vocabulary development by introducing stories about the origin of words to discuss key words. Then ask students to discover other civics words and their origins. They may work in groups and share their findings with their classmates.	1, 2

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	Suggested Words: act, allegiance, amendment, bill, citizenship, delegate, government, legislature, national, political, representative, statute - Give students a short newspaper article related to civics. Have them circle difficult words. Ask students to make two-sided cards for difficult words. On one side of a 3 x 5 card, students should write the sentence in which the word is found and underline it. Ask students to write the phonetic spelling of the word from a dictionary. On the other side of the card, tell students to write the same sentence, underline the word, write the phonetic spelling, and write the meaning of the word. After this process, pair students off. One student role-plays the teacher while the other student learns the meaning of the word (in context). Then the roles are reversed. With this buddy system, learning takes place on both sides of the card.	
b. recognize words that have opposite meanings.	- Discuss antonyms. Help students to understand that an antonym is a word that means the opposite of another word. Ask students to give the opposite of a list of simple words (orally). Then ask students to think of other words and their opposites. EXAMPLE: up - down; hot - cold; come - go; before - after; high - low; sweet - sour; under - above; always - never - Give students two columns of words. Ask them to draw a line to match antonyms. EXAMPLE: men — women; succeed — fail; arrive — leave; expensive — cheap; upper — lower	3

READING 502

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Give students four rows of words, then ask them to circle the antonym for each word in the first row.	

EXAMPLE:

open	over	(close)	bent
full	(empty)	right	five
raise	rest	lift	(lower)
light	lite	(heavy)	thin

- Give students a list of words. Have them write an antonym for each word.

EXAMPLE:

Words	Antonyms
1. wild	tame
2. difficult	easy
3. wet	dry
4. rough	smooth

- Give students sentences in which they are to orally change meanings by substituting underlined words with antonyms.

EXAMPLE:

She was there only for the completion of the program.

She was there only for the beginning of the program.

READING 502

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Divide the class into two teams (Team A and Team B). The first person on Team A says a word. The first person on team B gives an antonym for the word. This process continues with the second person on each team until all students on a team have had a chance. You can vary this activity by reversing the procedure (Team B will give the words and Team A will give the antonyms). - Write words which have antonyms on index cards. Divide the class into two or more teams of five students. Each team member will pull an index card. Ask students to write as many antonyms for each word as possible. The team with the largest number of antonyms wins the game.	
c. identify the main idea in a paragraph.	- Give students a group of paragraphs. Have them find the sentences in which the most general information appears. The sentence that contains the broadest idea is the most general. It usually contains the main idea. - Instruct students to find the main idea in a paragraph. When they have an answer, they can check it by asking themselves, "Does the paragraph tell mainly about (that which they chose as the main idea)?" Students can practice the checking procedure through listening as well as reading. To give them practice in listening, you can read a short paragraph and give them a choice of three ideas, one of which tells what the paragraph is mainly about. EXAMPLE: The climber's breath burst into the air like frozen little clouds. She hammered the next spike between two rocks on the side of the mountain. With each step upward, the wind seemed to grow sharper, but the climber hardly noticed the sting of cold against her face. She was happy and excited. She was nearing the summit of the tallest peak in the mountain range. In the last twenty years, only two other climbers had put their feet on the topmost rocks of Danger Mountain.	4

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	The paragraph is mainly about: a. wind in the mountains b. climbing a mountain c. the tallest peak in the mountain range Have the students turn the possible answers into questions: a. Does the paragraph tell mainly about the wind? b. Does the paragraph tell mainly about climbing a mountain? c. Does the paragraph tell mainly about the tallest peak? - Choose newspaper articles which have headlines that express the main idea. Give them to the students. Draw their attention to the way in which the headlines summarize the main idea of the article. - Supply students with newspaper paragraphs in which the main idea is clear. Ask: Which sentence contains the main idea? - Some headlines contain the main idea of an article. Find them; cut them out. Separate headlines from articles. Have students match headlines with correct articles.	
d. locate specific information from charts and graphs.	- Explain to students that a chart is a form of information arranged in lists, pictures, or tables. - Show students information from a paragraph which has been put in chart form. - Clip several news articles related to civics. Give students a copy of the same article or different articles. Then have students put the information in chart form.	5, 6

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	- Introduce the topic "Local Government" by displaying a chart which shows the governmental organization of Chicago. Such a chart can be found in the public library. - Have students make a chart listing the privileges and the duties of a citizen. List the privileges in one column and the duties in the other column. - Help students construct a chart which shows similarities between state and local governments. - Help students chart or graph information from newspaper ads. - Collect information about local politics. Put this information in chart form and ask students to answer questions about it. - Vary the above activity by having students collect information about local politics. Have them put the information in chart form. This activity can be extended to include state politics. Students can also make up questions about the information in their charts. - Explain to students that a graph is a kind of chart which shows the relationship between two or more ideas. You should also explain the difference between a picture graph, a bar graph, a circle graph and a line graph. (A picture graph uses pictures to represent a relationship between things. A bar graph uses bars to show the relationship between things or ideas or between parts and wholes. A line graph uses lines to show how various things grow in size or number. It also shows how things can increase or decrease. A circle graph, also called a pie graph, shows the relationship between wholes and parts.) - Have students give examples of things from which statistics can be derived. EXAMPLE: a. Number of cities that have women as mayors b. Amount of money spent each month for a year on electricity c. Amount of money spent for a month on each grocery shopping trip	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	Explain how this information can be put into picture, bar, line and circle graph forms. You should also explain that some information can be graphed in different forms. For example, the number of students in the classroom in a given week can be put in a picture graph, a bar graph or a line graph. - Give students copies of various kinds of graphs. Have them answer questions about information in the graphs. - Have students make a picture or circle graph, using information about the classroom or students in the class. - Give students information in a paragraph which can be put in graph form. Then have them make their own graphs, using the information given.	

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GENERAL OBJECTIVE: The learner will demonstrate an understanding of vocabulary in current events and homonyms. The learner will also demonstrate the ability to recall details in a reading selection.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. recognize and define selected words related to current events.	- Clip current news articles from magazines or newspapers. Discuss articles with students and write key words on the chalkboard. You may also want to give students a list of these words. Timely articles can include information about medical research, employment, the census, property taxes, and drug use and abuse. - Make a "Word Can" composed of words related to current issues and topics. Words can be clipped from newspapers, magazines, and books. They can also be gotten from television, radio and everyday conversations. When your "Word Can" is completed, have students choose at random two words from the car. Give them a few minutes to think about the words and jot down notes. Then, one at a time, have each student lead a discussion about only one of the words and its significance. Use common words in the students' listening, speaking and reading vocabularies. Use such words as the following: abortion test-tube babies teenage pregnancy adoption venereal disease divorce alimony pornography draft (women and men) rape single-parenting common-law marriage inter-racial marriage birth-control spouse abuse unemployment capital punishment cable TV inflation election voting teachers' strike boycott festival The above activity can be varied by having students choose a topic and research information about it. You may want students to work alone, in pairs or in small groups. Once the research is completed, students can take turns presenting their findings to the entire class. - Give students several newspaper headlines with key words circled. Have students discuss the words based upon prior knowledge. You should also familiarize yourself with these words in case the students need help getting started.	1, 2

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
b. recognize words that have the same sound but different spellings and meanings.	- Give students a list of words. Have them supply a homonym for each word. EXAMPLE: 1. sea — see 2. blew — blue 3. flower — flour 4. four — for - Give students two columns of words. Have them match the words in column A with their homonyms in Column B. EXAMPLE: Column A / Column B d 1. you're — a. scent c 2. our — b. piece b 3. peace — c. hour a 4. cent — d. your - Give students several pairs of homonyms. Then ask them to complete sentences with the correct homonym for each pair. EXAMPLES: to too waste waist one won eight ate sea see 1. We are happy that you won the election. 2. He won the election by only one vote. 3. There are only eight eggs in this carton. 4. May I see your newspaper when you finish reading it? 1. She is too eager to be finished with the assignment. (too, to) 2. There are too many people in this room. (There, Their) 3. It's time for you to take your medicine. (Its, It's)	3, 4

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Give students several pairs of words. Some of the pairs should be homonyms. Have students identify pairs of words which are homonyms by underlining them. EXAMPLE: 1. accept except 4. allowed aloud 7. flower flour 2. their there 5. affect effect 8. tam tame 3. morale moral 6. hear here 9. ate eight - Construct a chart such as the following and require the students to circle the homonyms for words in the first column.	
c. recall major and minor details in a reading selection.	- Discuss with students significant details in a paragraph. Tell them that some details are more important than others. They support the main idea and are called major details. Other details may appear in a reading selection but may not necessarily help the main idea. The reading selection can probably do without them. These are called minor details. - Give students sample paragraphs in which you assist them in distinguishing between major and minor details. - Have students bring in newspaper advertisements. Have them interpret ads, listing significant and insignificant details.	5, 6

break	-	bread	-	rake	-	read	-	(brake)
alter	-	halter	-	(altar)	-	order	-	alto
sight	-	cent	-	scent	-	(cite)	-	scene
cent	-	(scent)	-	sin	-	send	-	sitter
won	-	wine	-	(one)	-	wind	-	on
cell	-	seal	-	ale	-	sill	-	(sale)
peace	-	pare	-	pace	-	peal	-	(piece)
night	-	sight	-	might	-	(knight)	-	cite
waste	-	west	-	(waist)	-	wise	-	wait
sew	-	(so)	-	seam	-	blow	-	sill

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- Give students reading selections about current issues and require them to recall specific details by answering such questions as: Who? What? When? Where? How? - Have students locate specific information from such things as schedules, advertisements, and labels. - Give students reading selections about current issues. Then have them classify all of the details under the following headings: Important and Unimportant, or Major and Minor. - Have students complete sentences with major details from a reading selection about a current issue. - Give students a copy of an astrological guide. Have them classify details from their horoscope as major or minor only as the details relate to them. Remember that classification of details may vary because they may be perceived differently by various students born under the same sign. - Explain to students that sometimes minor details tell about a major detail. One good way to distinguish between a major and a minor detail is to imagine the major detail with minor details clustered around it. - Discuss with students details from editorials. Have students distinguish between significant and insignificant details. Have students complete a diagram such as the following using information from an editorial or other news article. Main Idea: _____ Major Detail: _____ Minor Details | | | | | |	

GENERAL OBJECTIVE: The learner will demonstrate an understanding of complex context clues to determine the meaning of words and of vocabulary in world history. The learner will also demonstrate the ability to relate details to the main idea.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. use complex context clues to determine the meaning of words.	- Have students complete an activity in which they have to determine the meaning of the underlined word based on the words around it. EXAMPLE: Sometimes my handwriting is so <u>illegible</u> that even I have trouble reading what I've written. Judging from the context clue, what is the definition of <u>illegible</u>? easy to read (hard to read) in a foreign language - Construct a completion activity for using context clues. Ask students to fill in the missing words that you have deleted from a paragraph. Then compare their choice of words those that you have deleted. A comparable word is also acceptable. <u>SAMPLE PARAGRAPH</u> Our present-day Olympic *games* are a series of athletic contests. Some are between individuals; *most* are between teams. There *are* boxing, wrestling, and weightlifting matches. Water events include *swimming*, rowing, canoeing and sailing. Some contests *consist* of several events. The decathlon (di-kath'lon) consists of *ten* track and field events. Among the winter sports are speed and figure *skating*. Some of the *other* popular team sports are basketball, field hockey, ice hockey and water polo. <u>WORDS OMITTED FROM PARAGRAPH</u> games skating swimming other most ten are consist	1, 2

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	- Have students use several sentences to summarize the meaning of an unknown word. EXAMPLE: Abraham Lincoln's speech at Gettysburg followed a two-hour talk by a famous speaker. The few words that he spoke were eloquent. The stirring words were full of grace and force. After he spoke the powerful words, there was silence. Lincoln left the platform quietly. He did not guess that his speech would have an honored place in American history. Eloquent means "forceful and expressive." - Construct a cloze activity for using context clues. Begin by selecting a reading selection of approximately 200 words from a textbook, magazine or newspaper. As you construct this activity, omit every inth word. Leave the first and last sentences intact. The following steps can be followed to enhance the students' ability to use context. a. Give students a copy of the cloze reading selection. b. Students should first read the complete cloze selection. c. Students should then reread the cloze selection attempting to complete each blank space. d. When students have completed filling in the blanks, discuss the cloze selection with the class. Have students give their reasons for selecting the words they used in the blanks. Any word that makes sense in the sentence should be acceptable. e. Have students compare the words they selected with the original reading selection.	

READING 601

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	- Have students use opposites to determine the meaning of underlined words. EXAMPLE: Sudan, a country in northeast Africa, was formerly under the control of Great Britain and Egypt. Now, however, it is an independent country. Now is a clue that formerly means "at one time."	
b. recognize and define selected words related to world history.	- Give students newspaper or magazine articles related to world history. 1. Have them circle and define key words using context clues. 2. Have students list world history-related words. Discuss meanings of words in relation to students' experiences. - Develop a comparison chart to acquaint students with related concepts such as Cold War/police action, colony/empire, invasion/conquest. - Display a world map to show positions and relationships of world areas. - Have each student begin a card file of difficult and unfamiliar world history words that they encounter in class or outside reading. The front of each card should have a printed word. The back of the card should have the meaning of the word and a sentence using the word. After about a week, take a survey and compile a master list of words from students' card files. List the words and their definitions according to frequency with which students have listed them. Distribute this master list to students. They are to study the list. Each may choose a partner and quiz one another. Examples of world history words appropriate for this level: quest, territory, repressed, rulership, imperialism, invade, conquer, colony, prehistoric, empire	3, 4 70

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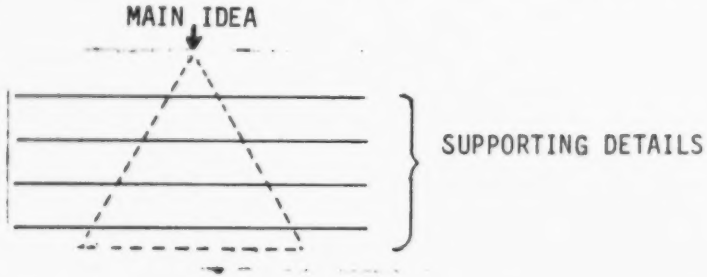
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
c. relate supporting details to the main idea.	- Write several sentences about the same subject. Read them to the class and ask them what the sentences have in common. "They all are about...?" Point out that this commonality is the main idea (topic) and that the sentences that tell about the main idea are the supporting details. - One way to conceptualize the relationship of supporting details to main idea is as follows:  Tell students that supporting details (minor ideas) describe or explain a main idea. Give them paragraphs which illustrate main ideas and supporting details. Have them find the key word or words in the main idea that supporting details tell about. - Give students a brief outline which contains a main idea and a list of supporting details. Ask them to organize these ideas into a short paragraph. (NOTE: Students may find it necessary to add to or slightly alter the ideas already presented in the brief outline.) - Pass out copies of the same cartoon. Make statements about elements of the cartoon. Include statements about details that could be changed or left out without changing the meaning of the joke. After this activity, give them a new cartoon plus written statements. They are to cross out details that are not important to the main idea. After they find the main idea of a cartoon, have students make up a title for it that expresses the main idea. - Give students a list. Explain that in a paragraph, these would be the main idea and the supporting details. Start with a simple list. Have them circle the main idea and underline the supporting details.	5, 6, 7

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective c continued

EXAMPLE:

(BED) MATTRESS HEADBOARD SPRINGS

Present longer lists. Elements may be scrambled.

EXAMPLE:

CHAIR (FURNITURE) EASY CHAIR KITCHEN CHAIR
BED WATERBED COT

- Have students make a chart of the main idea and details in a paragraph.

EXAMPLE:

One day we woke up to find the streets of our town running with water. It was up to the curbtops. There were fish in the water, and tadpoles. The dam far upstream had cracked in the night. Millions of gallons of water had rushed into the dry river bed that ran through the park. After many hours, the leak had been repaired. School was dismissed that day. Our teachers had joined clean-up crews. They cleaned mud and twigs from the sewers. We kids fished in the streets and hunted for frogs. We walked along the curbs and pretended we were on the edge of a raging river. The shoe store sold out its supply of boots.

Main Idea	Supporting Details
a flood	water up to curbtops; fish and tadpoles in the water; dam broke; millions of gallons of water rushed into dry riverbed; leak repaired after many hours; school dismissed; teachers joined clean-up crews; teachers cleaned mud and twigs from sewers, etc.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- Assign a chapter from a textbook or magazine article for students to study. Point out the relationship of the introduction and conclusion to the main body of the chapter or article. The first section will probably give the major ideas that will be explained in the chapter. The conclusion will probably be similar to the introduction. The author will probably review the important ideas given in the chapter or article and the significant details. - Introduce the concept of PREVIEW-QUESTION-READ. Use newspapers, magazine articles or textbook chapters. Tell students the first thing to do is to quickly examine the reading selection to get an idea of its content. The steps they should follow in this quick examination are: 1. PREVIEW: Read the title, introduction or introductory paragraphs(s), boldface type sub-headings, and conclusion. 2. QUESTION: Turn the sub-headings into good questions. 3. READ: Quickly note how the details answer the questions. Tell students that when they have done this, they will know the major idea and the way in which the chapter is organized. - Ask students to suggest a subject that would be interesting to read about. Have them write down this subject. Then have them suggest details that they think would be of interest to someone who wants to know about the subject. Have them list the details under the subject. Point out that the subject is the main idea, and that the details support it, or are "supporting details." Have them use their list as a reference to write a short passage about the subject. The first sentence is to express the main idea; the supporting details are to be fleshed out into separate sentences.	

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GENERAL OBJECTIVE: The learner will demonstrate an understanding of affixes and roots and vocabulary in Illinois and United States history. The learner will also demonstrate the ability to recognize the sequence of facts, ideas or events in a reading selection.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. identify prefixes, suffixes and roots in words.	- Make a prefix and suffix chart such as the one below. Have students fill in the blank spaces.	1, 3, 5

Prefix	Meaning of Prefix	Root	Complete Word	Suffix	Meaning of Suffix
X	X	care	careless	less	without
bi	two	cycle	bicycle	X	X
sub	under	marine	submarine	X	X
re	again	play	replay	X	X
X	X	work	worker	er	one who does something
X	X	joy	joyful	ful	full of

- Give students a mixed group of prefixes, suffixes and root words. Have them put all of the prefixes, suffixes and root words together respectively.

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	EXAMPLE: Mixed Group of Prefixes, Suffixes and Roots y er pre ion care super ly re way ish tele cycle bi sub ful work view phone Prefixes: bi sub / re tele / pre super Suffixes: y ish / ly ful / er ion Roots: way care / work cycle / view phone	
b. make words using prefixes, suffixes and roots.	- Have students make as many words as possible by combining prefixes, suffixes and root words. Begin by giving students three groups of small cards. The first, second and third groups should be prefixes, suffixes and root words respectively. Mix up all of the cards. Then equally distribute them to two teams. Give students a designated time period in which to form words. A root word has a value of one point; a prefix or suffix has a value of three points each. The winning team is the one which has the highest number of points. - A variation of the previous activity involves giving students a list of common prefixes, suffixes and root words such as the following. Have them combine them to make at least ten words of their choice. EXAMPLE: Prefixes: de post / geo tele / pre homo (i) / sub micro Suffixes: y logy / ly ous / ful ion / er (yer) Root Words: law phone / act scribe / bio graph / cide marine	2, 4, 6

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective b continued

Sample Completed Words

telephone	microphone	submarine
homicide	biography	telegraph
geography	biology	action

- Get students involved in a game called "Completing the Thought." Prepare for the game by getting two teams to compete against each other. Give each team a list of prefixes, root words and meanings. Then write on the board (one at a time) sentences to be completed. Read the sentences orally as you write them.

Students from each team should take turns completing the sentences within a designated time period. A certain number of points should be assigned to each "correct" sentence completion. The winning team is the one which has the highest number of points.

EXAMPLE:

Prefixes and Meanings			Root Words and Meanings		
tele	=	far	gam	=	marriage
mono	=	one	gon	=	angle, side
penta	=	five	scope	=	see
mini	=	small, short	pod	=	foot
super	=	over, above	cent	=	one hundred

1. A pentagon is a building with *five sides*.
2. Monogamy means marriage to *one* person.
3. A podiatrist is a doctor who treats *feet*.
4. A century is *100* years.
5. A mini-series is a series which is very *short*.

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- A variation of "Completing the Thought" can involve the whole class. Give students a list of prefixes, roots and meanings along with sentences to be completed. The meaning of the prefixes and roots will provide clues to complete the sentences correctly.	
c. recognize and define selected words related to Illinois and United States history.	- Give students a group of words related to United States history with common prefixes, suffixes or roots. Have them choose words from this group to complete sentences. EXAMPLE: pentagon, Constitution, plantation The pentagon is a building with five sides. Union, unit, export The Union Army won the war between the states. - Have students match words related to Illinois or United States history with their historical backgrounds. To make the activity more challenging, you may want to delete words in the historical background that appear to give away the meaning. However, each background should have at least one clue. To extend this activity you can have students look up the historical background of two words. When all of the backgrounds are completed, have students read their backgrounds to the entire class and have the class members guess the historical word. You may want to inform students to omit reading words that appear to give away the answer. - Construct an activity called "Guess Who?" Begin by gathering a list of significant historical figures with brief descriptions. Then have students match the names with the appropriate descriptions. Use historical figures such as the following: (Continued on next page)	7, 8, 9, 10

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective c continued

Frederick Douglass
George Washington
Jean Baptiste Du Sable
Patrick Henry
Rosa Parks
Cesar Chavez
Dwight D. Eisenhower
Jackie Robinson
Abraham Lincoln
Betsy Ross
Andrew Young
Harry S. Truman
Malcolm X
Robert E. Lee
Douglas MacArthur
James Carter
Thurgood Marshall
Jane Byrne

EXAMPLE:

e 1. Martin Luther King Jr.
b 2. Robert E. Lee
c 3. King George III
d 4. Abraham Lincoln
a 5. Harriet Tubman

a. -I was a freedom fighter.
-My nickname was Moses.
-I conducted a "railroad."

b. -I was a general.
-I attended West Point.
-I commanded the Confederate Army.

c. -I ruled the mother country.
-I imposed harsh rules on English colonies.
-My form of government was called parliamentary.

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific Objective c continued

d.
- I debated with Stephen Douglas.
- I was a self-educated man.
- I was a United States President.

e.
- I was a fighter for peace.
- I won the Nobel Peace Prize in 1964.
- I was killed on a balcony in Memphis, Tennessee.

(Note: You may want to make the descriptions in the boxes more difficult. However, you should not overload the student with too many lengthy details.)

- A variation of "Guess Who?" can be organized in the form of a game. The class should be organized into two teams. The game also requires a timer/score keeper and a caller. The game should begin when the caller designates the team to respond to the description first. The caller reads a 5-point description to team A and any member can respond within a designated time period. If team A doesn't respond correctly to the description, it goes to team B. If team B does not respond correctly, the description is thrown out. This process continues until either team gets 100 points (game).

EXAMPLES:

Descriptions	Historical Figures
- I was involved in the Watergate scandal. - I was pardoned in 1974. - I was a United States President.	Richard M. Nixon
- I was the first President to be assassinated. - I was the tallest President. - I was self-educated.	Abraham Lincoln
- I was a great speaker. - I led the Montgomery Bus Boycott. - I won a Nobel Prize for Peace.	Martin L. King Jr.

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- Make a "Word Can" composed of terms related to United States history. Have students choose at random two terms from the can. Give them a few minutes to think about the terms and jot down notes. Then, one at a time, have each student choose one of the terms and explain its meaning and significance. Use terms such as the following: abolitionist, carpetbagger, Civil War, Union, Confederacy, depression, pilgrim, plantation, Underground Railroad, Boston Tea Party, Thanksgiving Day, Constitution, Martin L. King Jr., scalawag, slave, boycott, American Revolution, Abraham Lincoln, indentured servant, Supreme Court, Boston Massacre, Mayflower, New Deal (Note: Use this activity after the students have completed the exercises about United States history).	
d. recognize the sequence of facts, ideas or events in a reading selection.	- Give students cut-up historical cartoons or pictures of sequential events. Ask students to arrange them in the correct order. - Give students a news story cut into strips on index cards. Then have them arrange the strips in sequential order within a specific time period. - Give students a list of unorganized details related to a day's activity. Have students arrange these details in a sensible order. EXAMPLE: Unorganized Details: 1. Caught the bus to work. 2. Took a shower. 3. Cut off the alarm. 4. Got out of bed. 5. Got dressed for work. Organized Details: 1. Cut off alarm clock. 2. Got out of bed. 3. Took a shower. 4. Got dressed for work. 5. Caught the bus to work.	11, 12, 13

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	- Give students a story with sentences out of sequence. Have the students rewrite the story putting the sentences in the correct order. Sample Story: The call was from the hospital. She ran out of the house. Mrs. Lee received a telephone call. She jumped in her car and drove very fast. Suddenly, there were flashing lights. She stopped her car immediately. A policeman got out of the car. A car stopped behind her. He gave her a ticket for speeding. Correct Sequence 1. Mrs. Lee received a telephone call. 2. The call was from the hospital. 3. She ran out of the house. 4. She jumped in her car and drove very fast. 5. Suddenly, there were flashing lights. 6. She stopped her car immediately. 7. A car stopped behind her. 8. A policeman got out of the car. 9. He gave her a ticket for speeding. - Have students explain how to do something (orally or in writing) or what was done. Tell them to use signal words such as: first, second, then, next, when, before, after, and finally. Here are some sample topics. -How to Quit Smoking -How to Change the Oil in a Car -How I Spend my Sundays -How to Make a Marriage Proposal -How to Change a Tire -How to Make Cornbread -How to Prepare for the GED Test	

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	- Give students a paragraph. Have them choose the event that happened before, based upon the facts presented in the paragraph. Give students three or four events from which to choose. (Note: you may want to give students several paragraphs to practice this skill.) There must be clues within the paragraph to assist students in selecting the correct or best answer. - Give students the activity above, except have them choose the event that could have followed the events mentioned in the paragraph. - Give students a scrambled list of dated historical facts. Then have them arrange the facts in sequence.	

GENERAL OBJECTIVE: The learner will demonstrate an understanding of alphabetizing, guide words, syllabication, the pronunciation key, accent and stress using the dictionary, and major concepts in 501 through 603. The learner will also use test-taking techniques.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. use the alphabet to locate words in the dictionary.	- Explain to students that the dictionary is roughly divided into three parts. 1. Front - (a - g) 2. Middle - (h - p) 3. Back - (q - z) Give students a list of words. Then ask them to tell whether each word belongs in the front, middle or back of the dictionary. EXAMPLE: 1. dark (F) 3. umbrella (B) 5. neighbor (M) 2. matter (M) 4. energy (F) 6. taxi (B) Explain to students that knowing the parts of the dictionary and using the alphabet properly will help them find words quickly. - Give students three groups of words to alphabetize. Explain to students the process of alphabetizing. 1. Use the first letter when words begin with different letters. 2. Use the second letter to alphabetize when the first letters are the same. 3. Use the third letter to alphabetize when the first two letters are the same.	1, 2, 3

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective a continued

EXAMPLE:

Group I	Group II	Group III
1. passage	1. suddenly	1. beautiful
2. desert	2. slippery	2. belief
3. unreal	3. sight	3. because
4. advance	4. several	4. behavior
5. straight	5. shape	5. benefit

Explain to students that in some cases they may have to use fourth, fifth or sixth letters in words to alphabetize them correctly.

EXAMPLE:

Group I	Group II	Group III
1. person	1. handing	1. transmit
2. perhaps	2. handle	2. transfer
3. permit	3. handful	3. transport

- Give students groups of words. Ask them to underline the word in each group that would come first in the dictionary.

EXAMPLE:

1. parade, pattern, partner
2. crack, carnival, courageous
3. magazine, market, machine
4. ambitious, admit, awake
5. wind, wonderful, whisper

-Dictionary Game: Prepare a set of clues such as the following for selected words. Then read the clues to the class to see if they can guess the word. After playing this game with several words, ask students to prepare their own set of clues.

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	EXAMPLE: This word begins with L. It is found in the dictionary between the words learning and leash. This word means "a written agreement granting the use of land or buildings for a certain period of time in return for money paid as rent." What is this word? lease	
b. use guide words in the dictionary to locate words.	- Give students three pairs of guide words and a list of words. Ask students to write the letter of the pair of guide words in front of each word that would appear on the same dictionary page as the guide word. EXAMPLE: a. blockade - blueberry b. digestive - diplomat c. opportunity - order b 1. dime a 2. blood a 3. blouse c 4. ordeal b 5. dinner c 6. oppose b 7. dilemma c 8. orbit a 9. blossom b 10. diploma b 11. digit c 12. orange a 13. blow a 14. blue b 15. dinette - Give students two guide words just as they would appear in a dictionary. Have them decide if a list of words would appear on the same page with the guide words. They should write Yes to indicate that the word would appear on the same page and No if the word would not. EXAMPLE: Guide Words: these - thing 1. theory No 2. thin Yes 3. they Yes	4

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Give students a pair of guide words. Then ask them to think of other words that come between them. Allow students to check their lists with their dictionaries. - Guide Word Game: Divide the students into two teams. Select one student from each team to write a pair of guide words from a dictionary on the board. Ask students of each team to write one word each that would appear under these guide words. Continue the game until every student has had a chance to write the guide words on the board. The team with the largest number of words wins the game.	
c. use the dictionary to syllabicate words correctly.	- Have students prepare a list of difficult words (from the newspaper or general reading). Ask students to select five words that they cannot pronounce. Let them syllabicate their words and practice saying them correctly. - Select a group of words. Spell them one at a time. Then encourage volunteers to determine the number of syllables in each word. - Have a discussion that allows students to list words that they have heard mispronounced, such as fillum/film, sherbert/sherbet, liberry/library, fith/fifth. Spell the word as it is mispronounced, then spell it correctly. Ask students to write correct syllabication for each word. Practice pronouncing each word correctly. Point out that some words are pronounced differently in different parts of the country or by certain groups of people. An example of this is the name Chicago. - Give students pairs of words that have been syllabicated. Only one word is syllabicated correctly. Have students underline the word that is correctly syllabicated. EXAMPLE: 1. rec-og-nize, re-cog-nize - Give students a list of words. Have them count the number of syllables in each word, then write the number beside the word.	5, 6

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	EXAMPLE: 1. obedience 4 2. visitor 3 3. zero 2 - Give students a list of words. Have them divide each word into syllables with a slash (/). EXAMPLE: subway (sub/way) permit (per/mit) NOTE: Students can use dictionary to check answers for the above activity.	
d. use the dictionary pronunciation key to pronounce words.	- Explain to students that diacritical marks are used to show how letters should be pronounced. Indicate that when the pronunciation of a word is looked up in the dictionary, it is important to know not only how to accent the syllables of the word but also how to pronounce each letter or group of letters in the word. EXAMPLE: $\bar{a}$ (pronounced like the a in ape) $\ddot{a}$ (pronounced like the a in car) $\bar{e}$ (pronounced like the e in even) $\bar{i}$ (pronounced like the i in bite) $\bar{o}$ (pronounced like the o in go) $\hat{o}$ (pronounced like the o in horn)	7

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	- Write the phonetic spelling of several words on the board. Tell students to use a pronunciation key to tell which words the phonetic spellings stand for. You should conduct this activity orally. - Ask students to select a word and write the pronunciation symbols for it on a piece of paper. One student should write his word on the board. Other students must guess what the word is. The student who guesses the correct word may write a new word on the board. Continue this activity until each student has had a chance to write a new word. - Give students two columns of words. Column A includes words that are divided into syllables the way a dictionary would divide them. Column B includes words that are divided to help students pronounce them. Have students match each word in Column A with its phonetic spelling in Column B. EXAMPLE: Column A — Column B c 1. ar-row — a. (dĕl) b 2. es-tab-lish — b. (ə stab'lish) a 3. deal — c. (ar'ō) - Give students a sample dictionary page. Have them locate a list of words on the sample page. Then ask students to: 1) copy the pronunciation for each word shown in parenthesis, and 2) list key words that tell the sounds the vowels make in each word. EXAMPLE: Word — Pronunciation — Key Words 1. strong — (strông) — ô (order, all) 2. schoolmate — (skül'māt) — ü (rule, move) ā (age, face)	

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
e. use diacritical marks to determine accent and stress in pronouncing words.	- Give students a list of words. Ask students to pronounce each word silently and determine if the stress mark goes on the first or second syllable. Have them write the accent mark behind the correct syllable. EXAMPLE: 1. neck'lace 2. re place' 3. ad ven'ture - Give students a list of words and a sample pronunciation key. Then have them match each word in Column A with its definition in Column B. Encourage students to use the pronunciation key to pronounce the words in Column A. EXAMPLE: Column A — Column B *d* 1. sen' tər — a. owed as a debt *a* 2. dü or dyü — b. glad; pleased; contented *b* 3. hap'ē — c. frozen water *c* 4. īs — d. middle point of a circle - Deliberately mispronounce a series of words, one at a time, by placing the accent on the wrong syllable(s). Encourage students to correct you by pronouncing each word correctly. - Assign a student to read a list of words. Ask the student to pause after each word. This will give the class time to write the stressed syllables in bold capital letters and the unstressed syllables in small letters. - Discuss the rhythm of spoken words in relationship to music. Give each student a copy of lyrics and play a song for them. Then show students how the accented beat of music coincides with the accented syllables in words. Ask students to suggest other songs for illustration.	8

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective e continued	- Give students a word to look up in the dictionary. Then ask the following questions. a. How many syllables does the word have? b. How do you know? c. Which syllable is stressed most? d. How is the stress shown in the dictionary? e. Is more than one syllable stressed?	
f. use the dictionary to select the appropriate definition of words.	- Give students a group of sentences. Underline one word in each sentence. Have students: (1) look up the underlined word in the dictionary, (2) select the definition which explains the meaning of the underlined word, and (3) write the definition after each sentence. EXAMPLE: Sentence: My goal is to become a nurse. Definition: something desired; something for which an effort is made. - Stress the importance of knowing all of the definitions of a word by giving students a vocabulary list with only the most common definition of each word written. Ask individual students to give one or more definitions for each word. Allow time for students to find definitions in their dictionaries. - Read all the definitions for a word from the dictionary. Ask students to guess a word to which the definitions apply. - Have students use outside reading sources to find words they do not understand. Have them copy the sentences in which these words are used. Allow time for them to discuss possible definitions with their classmates until they decide on a meaning. Definitions should then be checked in a dictionary.	9

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective f continued	- Encourage students to read and create a "definition bank" that can be used to repeat the above exercise weekly. These words and definitions can be kept on **3 x 5" index file cards.**	
g. use test-taking techniques,	- Have students complete a "check test" inventory on test preparation. Then review the following information with them. 1. The purpose of taking a test 2. How to study for a test alone and with a group 3. How to set up and adhere to study schedule for taking a test (Have them set up a test-taking schedule for themselves.) 4. How to prepare for a test mentally and physically 5. How to conquer fear of testing - Have students complete a "check test" inventory on types of tests. Then share the following information with them. 1. The difference between an essay test and an objective test 2. How items are set up on objective test in the following formats (a) multiple choice (c) completion (b) matching (d) true-false 3. Sample test items from objective and essay tests 4. How to master essay and objective tests - Give students a test on test preparation, and essay and objective tests. The test items should be set up in the form of multiple choice, matching, completion, true-false and essay type questions.	10

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective g continued	- Acquaint students with the following special kinds of tests. 1. Occupational (interest inventory, aptitude, proficiency) 2. Achievement (high school equivalency) 3. Diagnostic 4. Placement - Acquaint students with various types of answer sheets.	
h. review major concepts introduced in 501-603.	Dictionary Skills - Give students a list of multisyllabic words which they have encountered in courses 501-603. Have students do some or all of the following with these words. 1. Divide the words into syllables. 2. Accent the syllables to show the necessary stress. 3. Count the number of syllables into which each word is divided. 4. Write the phonetic spellings of words using the dictionary. 5. Match the phonetic spellings with the actual words. - Have students place accent marks on the correct syllables of homographs according to the way they are used in the sentences. 1. Stevie Wonder has received a number of gold <u>records</u> for his music. (rec' ords) 2. A historian <u>records</u> the happenings in the world. (re cords')	

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective h continued	Antonyms - Write several pairs of antonyms on the board. Ask students what these word pairs have in common. Students should recognize that the words have opposite meaning. This activity can also be done orally. The antonyms can be either those encountered in courses 501-603 or new ones. Homonyms - Give students pairs of homonyms (orally or in writing.) Ask students to give a sentence for each homonym, which shows that they can distinguish between the words. If the activity is done orally, students should spell the homonym used. If it is a written activity, students can underline the pairs of homonyms. - Divide the class into two groups. Instruct each group to write sentences in which homonyms are used incorrectly. Have the groups exchange papers. Students should find each error and correct it by rewriting the sentence if necessary. Synonyms - Give students a list of words (verbs, adverbs, adjectives). Give the students the words orally or in writing. First, have students give as many synonyms as they can for each word. Then, ask for an antonym for each word. Synonyms and Antonyms - Conduct a synonym and antonym bee. Divide the class into two teams (A and B). Each team should have a leader. The bee begins when team A's leader gives a word and asks for a synonym or antonym. Any member of team B must respond within a certain period of time. If the members of team B feel that a word doesn't exist for the one asked, they may challenge team A. If the leader of Team A does not have a correct word in mind, the point (1 for each correct answer) goes to team B. Continue in this manner with team B's leader giving a to team A. The winner is the team which has the highest number of points. (Note: Use the dictionary to settle disagreements over words.)	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective h continued	Homographs - Read students a pair of sentences with homographs. Ask students to identify each homograph as a noun or verb. EXAMPLE: Stevie Wonder has received a number of gold records for his music. (noun) A historian records the happenings in the world. (verb) Context clues - Give students a copy of a cloze exercise of 200-250 words. Have students complete the exercise individually, then have them discuss their choice of words with the class. Prefixes, Suffixes and Roots - Give students a list of words (orally or in writing) which have prefixes and roots. Have them identify the prefix and root in each word. EXAMPLE: Words: dentist, geography, circle, prepare, uniform Prefixes: pre (prepare); uni (uniform); geo (geography) Roots: dent (dentist); graph (geography); form (uniform) circ (circle) - Give students groups of three words (orally or in writing) with the same prefixes. Have students guess the meaning of the prefix and each word. EXAMPLE: Words: export exit except The prefix ex means out.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective h continued	Export means to carry or send out of a region. Exit means to go out of. Except means to leave out or omit. - Give students a list of prefixes and root words. Have them give (orally or in writing) as many words as possible for each prefix or root. Encourage them to give words encountered in courses 501-603 as well as new words. EXAMPLE: Prefix: sub — Words: subway, suburb, submarine Root: mort — Words: mortgage, mortician, morgue - Give students a list of prefixes, suffixes and root words. Have them combine these word parts (orally or in writing) to make as many words as they can. EXAMPLE: auto, port, mobile, y re, bio, log, able Sample Words: portable biology automobile Sequence - Have students collect easy, short paragraphs from a textbook, magazine or newspaper. Have students rewrite the paragraphs scrambling the sentences. Then have each student exchange his scrambled paragraph with another student. Students should rewrite the scrambled paragraphs correctly and compare them with the original.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective h continued	Sequence - Have each student orally explain how to do something (which is common) as classmates listen carefully. They should jot down notes as each student gives his presentation. After each presentation, the class should discuss whether or not the information was explained in the proper sequence. Main Idea - Read several paragraphs with a main idea to students. Ask students to give the main idea for each paragraph. Students can also discuss the best title for each paragraph. After the discussion, have students vote on which title is the best one. Details - Ask a volunteer to name a historical event. Ask other students to give specific details about the event. Write the details on the board or have students write them down. When several details have been given, have students group details and correctly arrange them in paragraphs. Omit details that don't seem to fit. Extend this activity by asking a volunteer to name a famous entertainer, politician or athlete and organize details about him/her. Main Idea, Supporting Details - Give students a brief outline which contains a main idea and a list of supporting details. Ask them to organize these ideas into a paragraph. Generalizations - Prepare a list of generalizations. As you read each generalization to the class, have students decide whether or not the word most, all, few, some, or no should be written in front of the generalization to make it valid. Students should also explain why they chose such a word. (See next page for examples)	

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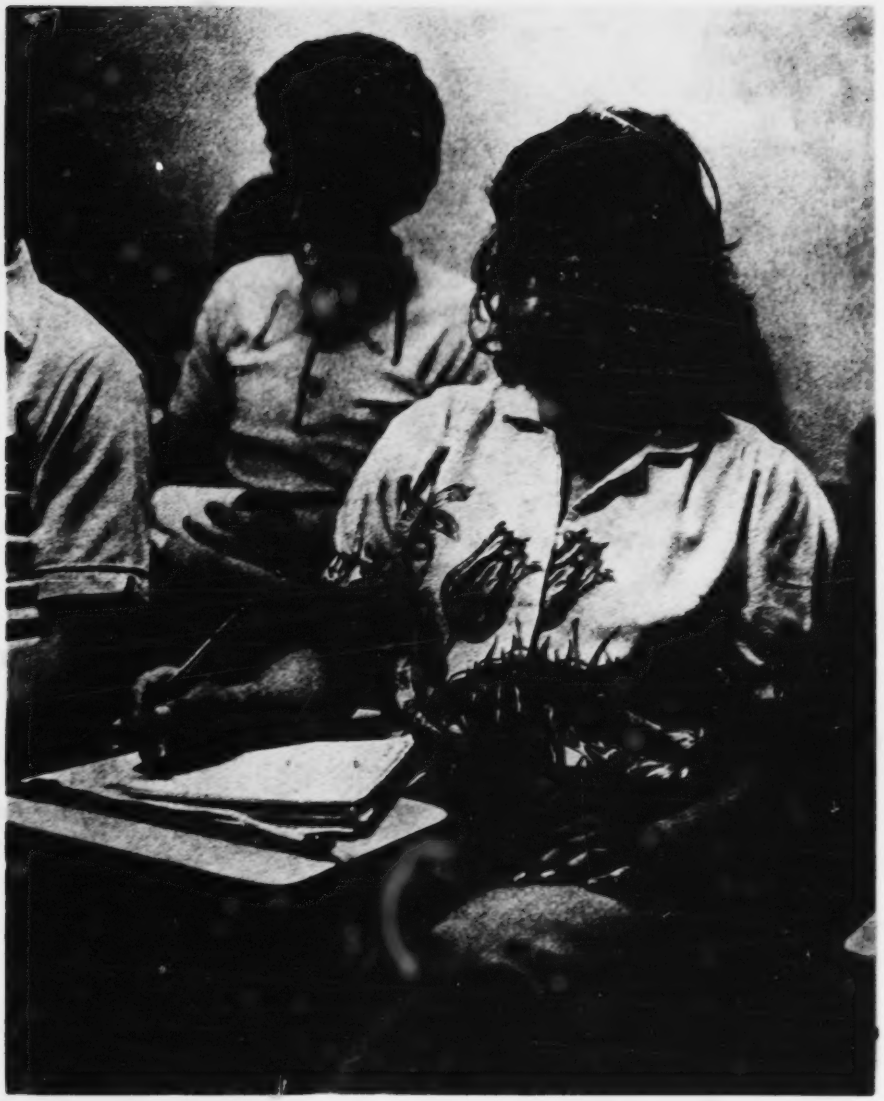
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective h continued	Few 1. Women are mayors of large cities. Some 2. Teenagers are not responsible. - Have students compile a list of generalizations by listening to the radio, television, newspaper and to people around them. Each list should be discussed in class. Classmates can suggest ways to change each invalid generalization to make it valid. Maps - Bring different kinds of maps to class: political, physical (topographic, or surface feature), weather, road, city, world, CTA, airline, etc. Review the vocabulary of maps (e.g. physical, mileage indicator, precipitation, map key, etc.) and their symbols (colors, arrows, etc.). Review the purpose of each type of map. Divide the maps among groups of students. Have them 1) make up questions that involve obtaining information from their maps and 2) quiz other groups. - Give students a map of the neighborhood surrounding the class site. Have them fill in main streets and buildings. (Note: You may want to label a main street which runs east and west and one which runs north and south.) Charts - Introduce charts from news magazines, the Wall Street Journal, daily newspapers, etc. Review the vocabulary of charts (columns, data, etc.). Have the students study the charts. Ask for volunteers to explain the process of using each chart. Ask the others questions related to the information on each chart. You may be able to think of questions that the students have not come up with. - Have students make a chart which lists foods that they have eaten for one week. Foods may be organized according to the four basic food groups: dairy products, bread/cereals, fruits and vegetables and meat and fish.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective h continued.	Graphs - Review types of graphs (picture, bar, line and circle). You may wish to use the explanations in 502 supplementary exercises for picture, bar and line graphs. Ask volunteers to explain the process of using each graph. Ask the others questions related to the information on each chart. - Have students make a circle graph of monthly household expenses. Show the students how to divide the sections of the graph using percentages. The total percentages should equal 100.	

READING



Courses 701–803

GENERAL OBJECTIVE: The learner will demonstrate an understanding of vocabulary in earth science (air, water, weather, space, and geology). The learner will also demonstrate the ability to recognize cause and effect relationships and interpret diagrams.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
	- The following activities can be used with objectives a, b, c, d, and e. Have students clip articles related to air, water, weather, space, and geology from newspapers and/or magazines. Ask them to underline difficult words. Discuss the meaning of these words in class. Ask students to record difficult earth science words from their reading. Encourage the students to write their context and definitions. Have some students write their new words on the board. Then ask the class to suggest definitions. If you have a bulletin board, you can create a "Words of the Week" display. Ask students to suggest words from their reading experiences. Ask them to write the new word and its definition on a 3 x 5" card. Display these cards on the bulletin board. You can change the words every week and file the old words for future use. Have students start their own dictionaries of earth science words. Ask them to write each word and its meaning on a 3 x 5" card. Have them check the dictionary for spellings and meanings of their words. You may encourage students to include the part of speech and the pronunciation of each word.	1, 2, 3, 4, 5
a. develop vocabulary related to earth science (air).	- Have students contact the American Lung Association to request free information on air pullution. - Obtain brochures from the Board of Health about respiratory diseases such as emphysema, asthma, and bronchitis. Select students to give reports on how air pollution is related to these diseases.	1

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	- Have students participate in an experiment which shows air pressure. Explain that air pressure is defined as the weight of air pressing on a surface. Materials needed: glass, water, and a piece of cardboard Procedure: Fill a glass with water. Place the piece of cardboard on top of it. Turn the glass over slowly. (Hold the glass over a waste-basket as it is being turned.) Then discuss why the cardboard stays in place and the water does not run out. - Have students participate in an experiment about air pollution. Ask students to (1) cut a piece of plain paper in half the long way and (2) draw three lines to divide one of the strips into four parts. They are to tape one of the strips to an outside windowsill. After 24 hours, they should tape the other paper over the first part. 24 hours later, they should move the top paper to cover both first and second parts. The next day, they should cover the third part as well. After the fourth day, they should remove the papers from the windowsill. Students will be able to see how much particulate matter (particles) polluted the air in a four-day period. Students should bring their polluted pieces of paper to class and compare them with their classmates' polluted papers.	
b. develop vocabulary related to earth science (water).	- Plan a field trip to the Museum of Science and Industry to visit the U-505 submarine. Have a class discussion on the make-up, purpose, and operation of the U-505 and other submarines. - Have a student give a report on diving. Ask the student to include in his report a comparison of diving today with diving yesterday. Student should also explain that SCUBA (Self-Contained Underwater Breathing Apparatus) was developed in 1943. - Demonstrate in class how an ocean current is defined as the flow of water in a certain direction. (Continued on next page)	2 130

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	Materials needed: Lazy Susan tray and a basin of water Procedure: Put a basin of water on a Lazy Susan tray or any other gadget that rotates. Spin the Lazy Susan slowly in counterclock direction. Let the basin of water stand still for a few minutes. Then rotate the Lazy Susan in the opposite direction. Have students describe what happens when the basin is rotated. Explain that this is an example of the way ocean currents move. - Have students participate in an experiment which shows how water can cause erosion. (Erosion is the wearing away of soil and rock by water, glaciers, or wind.) Small pieces of broken rocks should be put into a plastic container. The container is then filled with water and covered tightly. The container should be shaken for about 8-12 minutes. The container is then opened and the water is poured through a cheesecloth. Students should observe closely what happened in the experiment. Ask them what (if anything) is on the cheesecloth after all of the water has been poured through it. Also ask them to determine if there is a change in the size or appearance of the rocks. Have students compare what happened to the rocks in the experiment to what happens to rocks when rain or a fast or slow-moving body of water comes in contact with them. - Contact the local Metropolitan Sanitary District or the United States Naval Office in Washington, D.C. for information on water pollution. Have students prepare reports on the various sources of water pollution. These reports are to be presented to the rest of the class. EXAMPLES of SOURCES of WATER POLLUTION industrial waste untreated sewage oil spills detergents decayed sea life recreation	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
c. develop vocabulary related to earth science (weather).	- Tell students that the National Weather Service (NWS) predicts and gives special reports on the weather. Explain that although some companies such as the airlines can predict the weather, NWS gives the most detailed and accurate account of the weather. - Ask students to gather sayings from their parents, grandparents, friends, etc. about how they predict the weather. Explain that these predictions will probably not be based on scientific evidence. Students should discuss whether each saying is true or false. - Arrange a field trip to a local weather station or the weather department of a television station. Be sure that students are familiar with terms related to the weather before the trip. After the trip, students should discuss their observations. - Have students collect weather maps from newspapers. For about a week, students should do a daily comparison of the newspaper prediction to the actual weather. - Familiarize students with vocabulary and symbols on a weather map. (See next page)	3

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	EXAMPLE:	

FRONT & Symbol	WEATHER & Symbol	WIND DIRECTION & Symbol
cold	clear	North
warm	cloudy	South
stationary	partly cloudy	East
	rain	West
	snow	

- Demonstrate and discuss the meaning of terms related to temperature. Before the demonstration, you may explain to the class that temperature tells how hot or cold something is and that it it indicated in units called degrees. Also, explain that a thermometer is the instrument used to measure temperature. To prepare for the demonstration, bring a thermometer which shows both Fahrenheit and Centigrade (also called Celsius) scales. Discuss with the class that water freezes at 0° and boils at 100° on the Centigrade scale. On the Fahrenheit scale, water freezes at 32° and boils at 212°. Discuss which degree is larger. To expand these terms, show students how to change Fahrenheit to Centigrade and vice versa. (Continued on next page)

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	Change Fahrenheit to Centigrade Subtract 32 from the Fahrenheit reading and multiply by 5/9. The formula is written as: C = 5/9 (F - 32) Change Centigrade to Fahrenheit Multiply the Centigrade reading by 9/5 and add 32. The formula is written as: F = 9/5C + 32 - Write to the National Weather Services (NWS) in Washington, D.C. to request free pamphlets about the weather.	
d. develop vocabulary related to earth science (space).	- Tell students that by using various materials, models of the positions of the planets, or the rotation and paths of the earth and moon, etc., can be constructed. Encourage them to bring such models to class. When they do, ask the class to explain orally and/or in writing what the models demonstrate. - Organize a field trip to the Planetarium. Call ahead to arrange for a guided tour. Have students discuss their observations during the next class meeting.	4
e. develop vocabulary related to earth science (geology).	- Encourage class members to bring in rock, crystal, or mineral collections so that the class can see actual specimens. - Organize a field trip to the geology section of a museum. Call ahead to arrange a guided tour. Have students discuss their observations during the next class meeting.	5

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
f. recognize cause and effect relationships.	- Explore with the class the ideas that: A SINGLE EFFECT CAN HAVE A SINGLE CAUSE: Cause ⟶ Effect For example, the position of New Orleans, La has changed from that of a coastal city to that of an inland city because the Mississippi River continuously deposits silt below it. SEVERAL CAUSES CAN CONTRIBUTE TO ONE EFFECT: Cause, Cause, Cause → Effect For example, industrial waste, oil spills, dead sea life, and untreated sewage may contribute to the pollution of Lake Michigan. ONE CAUSE CAN BRING ABOUT SEVERAL EFFECTS: Cause → Effect, Effect, Effect Various effects can come about as a result of a single cause. For example, school closings, stalled cars, and car accidents can come about as a result of a snowstorm. - Ask students to bring in newspaper articles that show a cause and effect relationship. Discuss these relationships in class. - Have students record cause and effect situations that they have experienced (personally or from a TV program). Ask them to keep a log of these relationships to discuss in class. - Have students bring in pictures from magazines and/or newspapers that show a cause and effect relationship. Discuss these relationships in class.	6

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective f continued	- Explain that atmosphere is all air that surrounds the earth. There is approximately 10 tons of air above every square meter of the earth's surface. The reason why we are not crushed by the weight of the air is that the air within our bodies pushes outward with the same amount of force, or pressure, as the mass of air pushes inward on them. (CAUSE: body air pressure is the same as atmospheric pressure; EFFECT: our bodies don't collapse.) Above the surface of the earth, there can be more air in one place than in another. Because there is more of it, it weighs more. It presses into places where there is less air (lower air pressure). Conduct a simple experiment in cause and effect: Have students hold a piece of paper and blow on one end it. Ask what happens, and why.	
g. interpret diagrams	- Explain to students that a diagram is an explanatory drawing. It illustrates the important parts of something or the relationship between its parts. It may be a blueprint, a map, a figure, a chart, an outline, or any combination of these. Indicate that common diagrams are labeled drawings of machine parts, plant and animal systems and organs, and complicated appliances. To relate this objective to earth science, ask students to find diagrams of rock layers, atmosphere layers, ocean currents, etc. - Have students start a collection of weather maps from the newspaper. They should collect them for a month. Have students write down each prediction, comparing it to the actual weather each day. - Bring an almanac to class. Ask students to study the climate of Chicago. Then fill in a chart with the following information: 1) average rainfall, 2) average yearly temperature, 3) average yearly temperature in January and July, 4) largest snowfall last year. - Get hurricane-tracking charts from local weather service. Plot the paths of two imaginary hurricanes by connecting the daily position points, using two pencils of different color. Have students review the chart. Ask them to identify where the hurricane originated, the cities the hurricane hit, and determine whether the hurricane changed directions.	7 142

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GENERAL OBJECTIVE: The learner will demonstrate an understanding of vocabulary related to general biology and botany (plants). The learner will also demonstrate the ability to compare and contrast information, and to interpret information from charts.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. develop vocabulary related to general biology.	- Explain how classification can make life easier for us. For example, imagine how much time it would take if you went to a supermarket that had no system of classification. - Explain to students the importance of plants (and animals) having scientific names. Tell them that plants need scientific names in order for one scientist to know what plant another scientist is referring to. Scientific names can reduce confusion when discussing plants. Explain that plants are named according to their appearance (bluebell, cockscomb) or make-up. They are also named after scientists. For example, the Poinsettia was named after Dr. J.R. Poinsett.	1
b. develop vocabulary related to botany (plants).	- Have students label a diagram of a typical plant cell. - Bring a large onion to class. Carefully strip off the covering of one layer and observe the cells that will be visible without a microscope. - Have students label parts of a cross section of a plant leaf; then have them explain the function(s) of each part. For example, the stomates enable carbon dioxide to enter the leaf. - Ask students if they have observed any response by their houseplants to light. Answers will include the bending of leaves and stems toward the light, and increased greenness of most plants with increased exposure to light. - Have students discuss the role of photosynthesis in the cycle of nature.	2-8

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Have each student bring in a flowering plant affixed to a cardboard with parts of the plant labeled, using these words: stem, primary root, secondary roots, root cap, root hairs, leaves, flowers, stigma, style, ovary, stamen, anther, and filament. - Have students obtain plant books from home or from the library. They should study various kinds of plants according to structure, color(s), climate, growing season. These books will be used for reference throughout this course. - Devise an activity such as the following in which students are given statements about a particular plant. These statements could relate to the scientist for which the plant was named or to the appearance or structure of the plant. 1. The name of this plant was derived from that of the German botanist, J.F. Dieffenbach. You should be careful of its stems because they are extremely poisonous and can cause throat swelling and loss of speech if eaten. What is the name of this plant? Answer: Dieffenbachia or Dumb Cane 2. This plant is so-named because its stems and foliage have a milky fluid called latex, which is used to make rubber. Answer: Rubber Plant 3. This plant has been compared to an in-law because of its shape and the sharpness of its tips. Answer: Mother-in-Law's Tongue, also known as Bowstring Hemp or Snake Plant - Have students bring in examples of plants. Students must know something about the plants they bring in. Classmates will be asked to give the name of the plants. Some plants may have more than one name (Snake Plant or Mother-in-Law's Tongue). Students should be specific with each name. For example, an Asparagus Fern should not be referred to as just a fern. Have students classify plant as to type, watering needed, etc.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Have students make at least ten words related to botany by combining the following prefixes, root words, and suffixes. Students are also permitted to combine two root words. Each completed word should be defined. (NOTE: the meaning for each word part is given in parentheses.) **Prefixes** di (two) homo (man) mono (one) sub (under) **Root words** angio (covered) bio (life) bryo (moss) chloro (green) cot (cuplike) cyto (cell) eco (environment) gymno (naked) histo (tissue) king (main) micro (small) morpho (form) patho (suffering) photo (light) phyll (leaf) physio (function) phyta (plant) sapien (wise) scope (see) sperm (seed) synthesis (putting together) thallo (sprout; leafless, stemless, rootless) tracheo (tubelike) **Suffixes** dom (state of being) logy (study of) - Have students observe various kinds of fungi such as mildew, mold, and yeast. Ask them to discuss their appearance and/or reaction to other elements such as air, water, and heat.	148

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
c. compare and contrast information.	- Explain the following information to students: Compare: to examine for the purpose of noting similarities and differences Contrast: to exhibit unlikeness in comparison with something else EXAMPLE: The comparison and contrast of the Dieffenbachia (Dumb Cane) and the Monstera (Split Leaf Philodendron) SIMILARITIES - These plants are from the same family, Araceae (AR a see). Both of them survive indoors. DIFFERENCES - The Dieffenbachia was named after a botanist whereas the Monstera was so-named because of the appearance of the leaves which have incised margins and large holes and are somewhat "monstrous." The Dieffenbachia does not bear flowers or fruit; the Monstera bears flowers and juicy cone-shaped fruit which tastes like pineapples and pears. The Dieffenbachia is an indoor plant; the Monstera can be grown indoors or outside in a tropical climate. The Dieffenbachia can cause loss of speech and throat swelling if consumed; the pulp of Monstera fruit is used in beverages and ices in tropical areas. NOTE: There may be other similarities and differences relating to light, environment, soil, and watering.	9, 10

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	Some words that signal COMPARISON relationships are also, like, too, as well as, the same as, as much as, similar to, and no better than. Some words that signal CONTRAST relationships are however, on the other hand, on the contrary, even though, but, although, yet, instead, unlike, different, and contrast. - Have students participate in an experiment which shows how light affects the amount of oxygen green plants produce. Materials Needed 2 water plants — 2 glass jars — water 2 glass funnels — 2 test tubes Procedure Fill both jars with water. Then put a plant in each jar. Cover each plant with a funnel, with the wide end of the funnels inside the jars. A test tube filled with water should then be fitted over the small end of each funnel. Put one jar near sunlight and the other in a dark place for about two days. Comparison of the Water Levels and the Oxygen Produced The water levels in the test tubes should decrease. The test tube exposed to the sun should have a lower water level than the test tube stored in darkness. The oxygen from the plants should cause bubbles to take the place of the water. The plant exposed to the sun should have less water and produce more oxygen. - Have students bring in various types of plants. These can include leaf plants, flowers, and grasses. Then have students group plants according to similarities and differences in appearance.	

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- Have students do comparative shopping activities such as the following. The information can be written in paragraph or chart form. Compare the price of a particular plant purchased in a plant shop or florist to that same plant purchased in a variety store or supermarket. The appearance of each plant and its pot should also be explained because it could affect the price. Compare the price, appearance, and ingredients of a generic or store product with that of a brand name product. - Collect at least two newspapers published on the same day. Have the students survey them to complete the following comparison-contrast activity: Name of newspaper Headline of top story Headlines of all local news stories on page one Brief description of all pictures on page one How many stories are of national or international interest? How many stories were distributed by Associated Press (AP)? By United Press International (UPI)? By other wire services? Have a class discussion or have students write a report in which they compare the treatment each of the newspapers give front page news. Ask questions such as: Did each newspaper choose the same event for the top story? Did each choose the same pictures? Does one newspaper print more local or state news on page one than the others? Does there seem to be much difference between the stories written by each of the wire services? Have students tell why they think the differences in each newspaper exist and tell what effect these differences have on the quality of the newspaper. (From Newspaper Workshop: Understanding Your Newspaper by Howard Decker, published by Globe Book Co., New York, N.Y. 10010, 1972.)	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- Have students orally compare areas of interest now and five years ago, or when they were half their present age. Point out the comparison-contrast words they use. When they become aware of the signal words, have them write sentences using signal words to express likenesses and differences in activities and ideas "then" and "now." Areas of interest can be current events, how much they read, how much TV they watch, and how they feel about certain things such as, work, surgery, death, etc.	
d. interpret information from charts.	- Explain to students that a chart is a form of information arranged in lists, short sentences, or phrases. - Show students information from a paragraph or short article which has also been written in chart form. - Clip several news articles. Give students a copy of the same article or different articles. Then have students put the information in chart form. - A calendar is a chart of days and weeks. Supply students with a xeroxed copy of a calendar month that has an unfilled square for each day. Have students fill in important events, dates, and hours such as dentist appointments, parties, and last dates to pay a bill. - Have students gather data on things such as which side of the city or street they live on, the month and date of birth, and whether or not they eat breakfast. Students can then work alone or in groups to create charts, and compare them to illustrate different styles. - Have students set up information about vegetative propagation in chart form after they have completed the following experiment.	11

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(Continued on next page)

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	Materials Needed 1 stem or leaf cutting 1 white potato water 2 glass containers 4 toothpicks or wooden match stems note pad Procedure Fill two glass containers with water. In one container, immerse half of the white potato in the water. Use the toothpicks or match stems to prevent the potato from sinking. Put the cutting into water in the other container. The bottom leaves of the cutting should be supported by the rim of the container. NOTE: Students should keep daily records of the growth process of the potato plant and the cutting. They should then organize their findings in chart form. - Have students study fungi such as bread mold, mildew, and mushrooms. Students should organize their findings in chart form. - Have students devise a planting chart for vegetables, flowers, or other plants.	

GENERAL OBJECTIVE: The learner will demonstrate an understanding of vocabulary in zoology (animals). The learner will also demonstrate the ability to prepare simple outlines, recognize generalizations, and review major concepts in 701-703.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. develop vocabulary related to zoology (animals).	- Obtain (from the CUSI Audio-Visual Dept., a public or university library) slides, movies, and/or charts about animals. Topics can be such as ecology, animal development, animal cells, and simple anatomy. Plan a class discussion about these audio-visual materials that relate to animals. - Have students begin a card file of new terms, with the term written on one side and the definition and a sentence using the term on the other. Students should study the terms and use their cards to quiz a partner. - Game: <u>What's That Term?</u> Compile a list of words related to zoology, with their definitions. These can be the words that are included in the supplemental exercises. Don't include any words that have not been discussed in class. Divide the class into two teams. Teams can choose their own names. To begin the game, read a definition from the word list. A point is scored by the team whose member is the first to call the correct word. The winning team is that which has the greater number of points by the end of the game.	1, 2
b. prepare a simple outline.	- Explain the following information about outlining. <u>The Importance of Outlining</u>: An outline helps to organize information. This information can be ideas that you will use for writing. It can also be facts that you have read. You may want to organize these facts as a study aid. When you outline, you should group related ideas together. You should also arrange the groups in a sensible order. The main ideas will be the main topics.	3, 4, 5

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	Rules for outlining 1. Put the title above the outline. 2. Use Roman numerals before the main topics. 3. Indent sub-topics under the main topics. 4. Write capital letters before the sub-topics. 5. Indent details which support the sub-topics. 6. Write Arabic numerals before the details. 7. Put periods after the numerals and letters. 8. Begin the first word in each main topic, sub-topic, and detail with a capital letter. 9. The outline form should remain the same throughout. 10. Do not mix a sentence outline with a topic outline. In a topic outline, each item is a topic to be discussed or remembered. The sentence outline gives more details. - Since an outline is an organized description of something, students must develop the ability to organize information. Teach them to make up their own outlines. Tell them to write down a subject that interests them. the main topic. Examples: my dog and finding a job. Next, they are to decide what it is they want to say about the topic, e.g., My dog: what it looks like, its personality, how it acts with strangers. These are all subtopics. The subtopics go under the main topic. Following the form given in Exercise 4, the outline about "my dog" might look like this: I. My dog A. Looks B. Personality C. Actions with strangers.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	The next step is to tell details about each subtopic. Details about the looks (see A., Page 2) would be such as color, height and weight, indication of aging, and eating habits. An example of how this would be written is: I. My dog A. Looks 1. White with brown spots 2. 28" at the shoulder, 50 pounds 3. Graying muzzle 4. Eats natural foods and vitamins B. Personality 1. (etc.) When the students have made outlines and you have checked them for logical organization and form, have them use their own outline to write a paragraph.	
c. recognize generalizations.	- Define the concept of generalization. Tell students that to assume (a) what is true in one or a few cases is true in all cases, or (b) what has been true once or a few times is always true, is to make a generalization. In other words, to generalize is to assign the qualities of the specific to the entire general group of things or persons. To judge the truth, or validity, of a generalization, apply these two questions: 1. Are the examples suitable? 2. Are enough examples given? Problems that can arise in making generalizations that are not valid are: 1. Making up your mind on the basis of insufficient information. 2. Assuming that because things are alike in some ways, they are alike in all ways.	6, 7, 8

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- Give students examples of generalizations so that they can discuss them. EXAMPLES: I'm afraid of terriers. Jack has one, and it's a mean dog. German Shepherds are trained as guide dogs for the blind. They are a very gentle breed. These two generalizations are invalid. They are both based on the assumption that the traits of individual dogs are true of the whole breed. Last night I parked my car in a self-parking lot. When I returned to my car, I found a dent in my left door. My brother's car was hit in the same parking lot. I will never park in that lot again. Generalization: The parking lot is unsafe because too many reckless drivers park there. This is an invalid generalization. Two accidents are not enough incidents on which to base the assumption that the parking lot is unsafe. - Have students find examples of generalizations in the newspaper and in advertising. Students should be asked to judge the validity of these generalizations. Many may be found in the advertising of well-known brands in which few words are used. - Have students analyze generalizations such as the following. Students should present evidence for or against them. 1. A left-handed person makes a better baseball pitcher. 2. A person who fails the State Board exam for doctors will not make a good doctor. 3. It is better to have loved and lost than never to have loved at all. 4. Elephants never forget. 5. Black cats bring bad luck.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	6. A man's best friend is his dog. 7. Cats smell up a house. 8. Thin is "in." 9. Men make better supervisors. 10. Men are stronger than women. 11. Blondes have more fun. - Have students compile for discussion a list of popular generalizations similar to the ones above and on page 4.	
d. review major skills introduced in 701 through 703.	VOCABULARY: Review 701, 702, 703 Glossary COMPREHENSION - The following sample paragraph can be used in the activities for various comprehension skills. Researchers in Cairo, Egypt made a study of hearing loss. They compared the hearing levels of 150 smokers and 150 non-smokers. They came up with some convincing evidence. 83% of the non-smokers had normal hearing. Only 30% of the smokers had normal hearing. The longer people had been smoking, the worse their hearing had become. The researchers said, "We believe that smoking hardens the arteries. Hardening causes the arteries to become narrower. The narrowing reduces the blood supply to the structure called the cochlea. The cochlea is the part of the middle ear that amplifies sound." They believe that deafness occurs more often and more severely in smokers than in non-smokers. Recognize Cause and Effect - Have students think of everyday things that have been caused by something else. (Continued on page 6)	Review

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	EXAMPLES: Possible causes of "The teacher gave me a passing grade in science" are: the amount of understanding I had of the subject, how well the teacher taught, the type of test was one with which I worked well, etc. "I am tired" may be the effect of someone overworking, not exercising, not eating the proper foods, etc. - Have students think of an action that will bring forth one or more effects. EXAMPLES: Taking a bus instead of walking will get you there faster. Turning the handle of a stove will cause flame to appear in a burner. Kicking a bowling ball will result in a hurt foot. - Give students paragraphs in which cause and effect relationships are stated. Ask them to identify cause(s) and/or effect(s). EXAMPLE: See sample paragraph on page 5. The major cause and effect relationship is also the main idea that smoking may cause deafness. Other cause and effect relationships are: 1) hardening of the arteries causes arteries to narrow; 2) the narrowing causes reduction of blood supply to the cochlea; 3) diminished blood supply causes the cochlea to amplify sound less efficiently. Compare and Contrast Information - Have students find comparisons in paragraphs. You can use short passages such as those in the Reader's Digest or Prevention magazines.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	- Using the example paragraph on page 5, you can ask, "What is compared?" (Possible answers: the hearing levels of smokers and nonsmokers, arteries before and after hardening, the occurrence of deafness in smokers and non-smokers, the severity of deafness in smokers and non-smokers.) You can ask "What is contrasted?" (Possible answers will include likenesses and differences of those things which are compared.) Recognize Generalizations EXAMPLE: Using the example on page 5, you will see that in order to reach a conclusion (smoking causes deafness), the researchers had to make a generalization. They arrived at their generalization by observing many cases. They used the scientific methods of statistics. The figure of 83% of non-smokers having normal hearing levels while 30% of smokers have normal hearing levels is considered to show a very high probability that the generalization is correct.	

GENERAL OBJECTIVE: The learner will demonstrate an understanding of vocabulary in biology (human body systems and structures). The learner will also demonstrate the ability to interpret diagrams and classify information.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. develop vocabulary related to biology (human body systems and structures.	- Obtain (from the CUSI Audio-Visual Dept., a public or university library) slides, movies, and /or charts about the human body. Topics can be such as anatomy (the parts of the body) and physiology (how the parts work and how they work together), and body systems (digestive, circulatory, reproductive, respiratory, excretory, nervous, endocrine, muscular, and skeletal). Look for ways to relate topics to everyday experiences: why one limps because of a leg injury and why the way a persons walk changes as healing takes place; the cause of allergies to various foods are related to lack of proper digestive enzymes and other reasons; the role of corrective lenses in reshaping the eye, etc. - Obtain edible organs from the meat department of a supermarket or from a butcher shop. These organs are similar to those of humans. Students can become familiar with anatomical and physiological terms by observing them closely. For instance, obtain a kidney. Slice the kidney open and look at the apparently solid red part. Actually it is made up of thousands and thousands of tiny tubes. Blood cells in the tubes' capillaries cause the color. Point out the hollow part at one side. Explain that this is where urine collects. Have students look for the duct through which urine moves to the bladder. Try to obtain dissection instruments or bring a sharp knife, tweezers, and toothpicks to hold areas open for viewing. You may wish to get two kidneys so that you can do some homework before classtime. Do some research so that you are familiar with the structures and workings of the organ you are using. Or, assign a research project so that every member of the class can contribute information about one (or more) organs. - Have students compare human body systems to parts of a car. You can compare the motor to the heart, the electrical system to the nervous system, the electronic system to the brain, the use of fuel to the digestive system, the exhaust system to elimination in the digestive system etc.	1 174

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
b. interpret diagrams.	- See course 701 for activities dealing with diagrams as maps and charts. - Tell students that one definition of a diagram is a picture with labels of the parts of something. A diagram can also be a picture with names or symbols such as arrows that illustrate how something works. Have students study each diagram as they come to it and relate it to the appropriate descriptive passage in the reading selection. - Show students examples of various diagrams. They may be found in newspapers, assembly instructions (such as for toys), explanatory diagrams of appliances, etc. Ask students questions about the diagrams. - Have students demonstrate how to make or assemble something using a diagram.	2, 3, 4, 5
c. classify information.	- Tell students that to classify information means to organize facts, ideas, and things into logical groups. These groups, or categories, are created by analyzing, or dividing, a fact or idea into its parts so it may be understood more easily. - To make sure that students understand the concept of classifying, give them topics and ask them for examples of types of things that fit into those classifications. For example, if you give them the topic of parts of the body, responses would be such as arms, legs, lungs, etc. Explain that these all fall under one category: parts of the body. - Have students suggest topics. Classmates will write down the topics and list at least three examples under each one. - Categories (game): Divide the class into two groups. Make up a list of groups of things that have something in common. The groups are to think of the category into which they fit. For example, you can say, "I am a category that contains claws, feathers, and beaks." The category would be birds. Or, "I am a category that contains botany and zoology." The category would be biology. The group that gives the most answers first, wins. Be sure to include a tie-breaker.	6, 7, 8

GENERAL OBJECTIVE: The learner will demonstrate an understanding of vocabulary in biology (health and nutrition). The learner will also demonstrate the ability to make generalizations, and interpret information from tables.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. develop vocabulary related to biology (health and nutrition).	- Acquaint students with the meaning of words such as the following:	1, 2, 3, 4, 5

Nutrients	Vitamins	Minerals	Others
protein	Vitamin A	calcium	addiction
carbohydrates	Vitamin B-complex	iodine	caffeine
fats	Vitamin C	iron	calorie
vitamins	Vitamin D	potassium	diet
minerals	Vitamin E	sodium	international unit
			milligram
			minimum daily requirement

- Have students bring in labels from vitamin bottles. Have them discuss the purpose of the vitamins listed on each label by referring to Exercise 2 of the supplementary exercises.
- Have students bring in food labels. Have them discuss the nutritional value of the foods from which the labels came. They should also discuss additives listed, their uses and natural alternatives if possible.
- Give students a chart composed of body ailments and disorders such as the following. The chart should include symptoms as well as methods of prevention and cure.

heart attack	diabetes	sickle cell anemia
stroke	pneumonia	high blood pressure
cancer	arthritis	dental plaque
glaucoma	cataract	common cold

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	- Discuss with students the purpose of medical instruments such as the stethoscope, thermometer, and blood pressure gauge. If possible, bring samples of these instruments to class and demonstrate their proper use. - Have students keep a daily chart of everything they eat for three days. They should compile the following information about each food eaten: a. Name of food, amount eaten b. Vitamin content c. Mineral content d. Number of calories After three days, have students compare their charts to those of classmates. - Have students plan a balanced diet and eat it for three days. At the end of the third day they should discuss how well they stuck to it. - After discussing the nutritional needs of the body and the four food groups, construct an activity called "You Are What You Eat." Begin by writing several questions related to health and nutrition. Put the answer on the back of the card. Next, select two teams of 2 or 4 people, a timer/score keeper, and a caller. Begin the game by having the caller read a 5-point question to team A. (Any member of team A can respond within a designated time period.) If team A does not respond with the correct answer, the members of team B can try. If team B does not supply the correct answer, the questions goes to the audience (the rest of the class). This process continues until either team gets 50 points (game). SAMPLE QUESTIONS AND ANSWERS 1. Question: What nutrient is important for the body's growth and repair? Foods which contain this nutrient are: cheese, milk, fish, poultry, and eggs. Answer: Protein 2. Question: What are the four basic food groups? Answer: Dairy products; bread and cereal; meat, poultry, and fish; and vegetables and fruits	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	3. Question: What does the label "enriched" mean on food products? Answer: "Enriched" means that certain additives, as determined by the Food and Drug Administration, which are important to an individual's basic nutritional needs, have been added to the product. 4. Question: What are natural foods? Answer: Foods which haven't been treated with chemical preservatives or sprays. However, they may be high in salt and sugar. 5. Question: What is a person called who has eliminated meat from his diet? Instead, he eats such foods as eggs, dairy products, vegetables, and fruit. Answer: Vegetarian 6. Question: What are found in foods that are essential to a healthy body? Answer: Protein, carbohydrates (sugar and starch), fats, fiber, minerals, and vitamins - After discussing the duties of persons in the medical profession, construct an activity called "The Doctors." Have students match the name of each person with his/her appropriate duty. Use names such as the following: podiatrist, optometrist, radiologist dermatologist, ophthalmologist, neurologist gynecologist, hemotologist, psychologist pediatrician, cardiologist, psychiatrist NOTE: Have students study the meaning of the root words before completing this activity.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective a continued

EXAMPLE:

g	1.	podiatrist	a. an expert in diseases of the nervous system
f	2.	dermatologist	b. a person who studies the use of X-rays in order to treat diseases
e	3.	cardiologist	c. an expert in diseases common to women's reproductive organs
c	4.	gynecologist	d. a doctor who examines the eyes and prescribes corrective lenses
d	5.	optometrist	e. a doctor who specializes in heart diseases
b	6.	radiologist	f. a doctor who specializes in skin disorders
a	7.	neurologist	g. a doctor who specializes in foot ailments

- Invite a guest speaker from the Board of Health to discuss health conditions such as sickle cell anemia, cancer, arthritis, diabetes, high blood pressure, AIDS, and VD. Have the speaker discuss the cause, prevention, treatment, and cure of such diseases.

- Have students visit the science section of the Museum of Science and Industry. Have them observe a medical science display and share their findings with classmates.

- Prepare an oatmeal experiment. Use two kinds of oatmeal, generic and that which is sold in a health food store. Obtain a multi-enzyme product that contains the digestive enzymes protease (to break down protein), amylase (carbohydrates), lipase (fat), and cellulase (fiber). Empty one enzyme capsule into the generic oatmeal and another into the natural cereal. Stir each bowlful with different spoons. Let them stand for about 20 minutes. Tell students to observe what happens, and ask them why they think it happened.

(Continued on next page)

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective a continued

(The generic oatmeal will remain the same because an additive has made it undigestible. The other oatmeal turns to liquid. It has been digested by the enzymes.)

- Design an activity in which students have to give information about various medicines in their homes. Begin by setting up a chart such as the following. It can include prescription and/or nonprescription drugs.

  NOTE: If information is unknown or not applicable, have students indicate with an "X."

Name of Drug	Purpose	P/NP*	Dosage	Special Instructions or Warning	Expiration Date
Indocine	X	P	1 pill 3 times a day	Take with food or milk	X
Robitussin DM	cough suppressant	NP	2 tsps. every 6-8 hours	Don't use with high fever.	7/85
Alka-2	heartburn, indigestion, sour stomach	NP	1 or 2 tablets when needed	Don't take more than 14 in a 24 hour period. May cause constipation.	X
Tylenol #3	pain	P	1 tablet 4 times a day or when needed	May cause drowsiness.	X

*Prescription or Nonprescription Drug

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
b. make generalizations from a reading selection.	- Explain that a generalization is a pattern of thinking that leads to the conclusion that what is true in some cases is probably true in others. - Indicate to students that generalizations are made all the time in our daily lives. Discuss these generalizations in class. You may also discuss whether these generalizations are valid or invalid and why. EXAMPLES OF GENERALIZATIONS If you smoke, you'll get cancer. No one feels like working on Monday. All breakfast cereals are nutritious. No white bread is worth eating. - Ask students to look around the classroom to see if any generalizations can be made about what they see. Then ask them to explain why. - Ask students to observe TV commercials for generalizations. (Example: "Brand X potatoes are better than Brand Y potatoes." This statement could lead the observer to make the generalization that all Brand X products are better than all Brand Y products. - Ask students to read ads and articles in newspapers and magazines for generalizations. They should discuss these in class. NOTE: Refer to Course 703 for additional activities generalizations.	6
c. interpret information from tables.	- Have students bring a table of "nutrition information per serving" from a commercial product found in their homes. Ask them to indicate the following: serving size per container, calories, protein, carbohydrates, fat, fiber, salt (sodium), and sugar per serving.	7, 8, 9

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- Have students bring a bus or train timetable to class. Ask them to pick a city they would like to visit or have visited. Have them give the following information from the timetable: time of departure, time of arrival in city of destination, how many stops will be made before reaching the city of destination; also have them identify reference marks. - Explain to students the purpose of a table of contents. Then design an activity based on the table of contents from Reading: Intermediate Supplemental Exercises (Courses 701-803). - Obtain a mileage table. Design an activity in which students have to figure the number of miles between designated cities. - Obtain a sales tax table. Explain to students that for every dollar they spend, they have to pay sales tax. Construct an activity in which students have to answer questions such as the following about several items. 1. What is the cost of the item? 2. What is the sales tax on the item? 3. What is the total price of the item after the sales tax has been added? - Obtain a parcel post rate table from a local catalog. Get permission to xerox copies for students. Design an activity in which students have to interpret information about the zone number, weight, and mailing cost.	

GENERAL OBJECTIVE: The learner will demonstrate the ability to draw conclusions from given information and use test-taking techniques. The learner will also review major concepts in 801-803.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. draw conclusions from given information.	- Explain that drawing a conclusion is making a general statement based on the information given. Tell students that to draw a conclusion, one must do one or more of the following: anticipate the outcome recognize cause and effect make a generalization identify an example identify a comparison or contrast SAMPLE EXERCISE During the first semester of school, Brian sat in back of the classroom. He had difficulty seeing the blackboard and squinted whenever he read or did board work. Brian complained that when he read, the words sometimes "disappeared." His grades during this period were very poor because of these problems. Things changed for Brian the second semester. He moved to the front of the room. He also was fitted for glasses. His squinting disappeared and his grades improved tremendously. Read aloud all of the paragraph except for the last sentence. Students can use the facts stated in the paragraph to anticipate the outcome which is expressed in the last sentence. It tells what happened after Brian started to wear glasses. Student can identify sentences that compare and/or contrast Brian's behavior before and after wearing glasses. By doing this, they will see a cause and effect relationship between Brian's vision and his glasses. Students can generalize from the examples given and thus draw the conclusion that Brian's poor performance in school was related to his poor vision.	1

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	Examples to support the conclusion are: First Semester Without Glasses - He sat in the back of the classroom. - He squinted when he read or did board work. - Words disappeared when he read. - He received poor grades. Second Semester With Glasses - Brian's grades improved tremendously. - He sat in the front of the room. - He no longer squinted. - Explain that advertisers depend on us to draw conclusions. They say (in words and/or pictures) that their product is tastier, or softer, or prettier, or more fashionable, etc. Then (and here is the conclusion they want us to draw), theirs is obviously the product with which we will be happier, more comfortable, or better fed. A mattress advertising campaign of years ago stated, "Sleeping on a ----- is like sleeping on a cloud." So successful was this ad that the company used it for several years. The readers and viewers may not have put into words the reasons why they went out and bought that brand of mattress and springs. They did, however, compare the qualities of a comfortable sleep set with those of a comfortable cloud! (No springs to poke through, no squeak, no sag, etc.) Another sleep set company advertised. "No morning backache!" People drew the conclusion that if they used that brand, they would feel better in the morning. - Have students bring in advertisements and ask classmates what conclusion the advertiser hopes the reader will draw. Students also may discuss advertising campaigns they see on TV.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	- Headlines lead the reader to draw a conclusion about what is in the article that follows it. Have students find examples of headlines from which the reader can draw a conclusion. They may bring and read them to the class, then have the class discuss what they think is the most likely content of the article.	
b. use test-taking techniques	- Have students complete a "check test" inventory on test preparation. The inventory can include questions such as the following: 1. Do you wait until the last minute to study for a test? 2. What items do you take to a testing situation? 3. How do you feel when you take a test? Do you feel nervous, calm, or confident? 4. When you get to a difficult question, do you skip it, return to it later, or try to answer it? - Give students a sample employment test. The questions should relate to alphabetizing, word analogy, usage, math, and general reasoning skills. - Discuss with students the following information about the GED Test: a. The purpose of the test b. How it got started c. The five test areas 1. Social Science 2. Natural Science 3. Writing 4. Math 5. Reading d. How to prepare for the test	2, 3, 4

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued 197	e. The type of questions on the test f. How to answer multiple-choice questions - Explain to students test-taking strategies related to: a. Tools b. Arrival time c. Listening to instructions d. Amount of time to spend on questions e. How to answer the questions - Acquaint students with the following kinds of occupational tests: interest inventory, aptitude, proficiency. Explain that an interest inventory test can help a person determine the kind of work he is best suited for. An aptitude test can help measure a person's ability in a particular area such as math, grammar and usage, and mechanical, or clerical work. Proficiency tests can help measure an individual's readiness for a particular occupation. - Give students the Official GED Practice Test. This test can be obtained from the Northern Area Adult Education Service Center at 3901 South State Street, and regional offices of ALSP. The Official GED Practice Test can help students with the following: a. Estimate their readiness to take the GED tests. b. Identify general strengths and weaknesses in subject areas. c. Reduce test-taking anxiety.	198
c. review major skills introduced in 801 through 803. 102	- VOCABULARY: Review 801, 802, 803 Glossary. COMPREHENSION - The following sample paragraph can be used in the activities for various comprehension skills.	Review

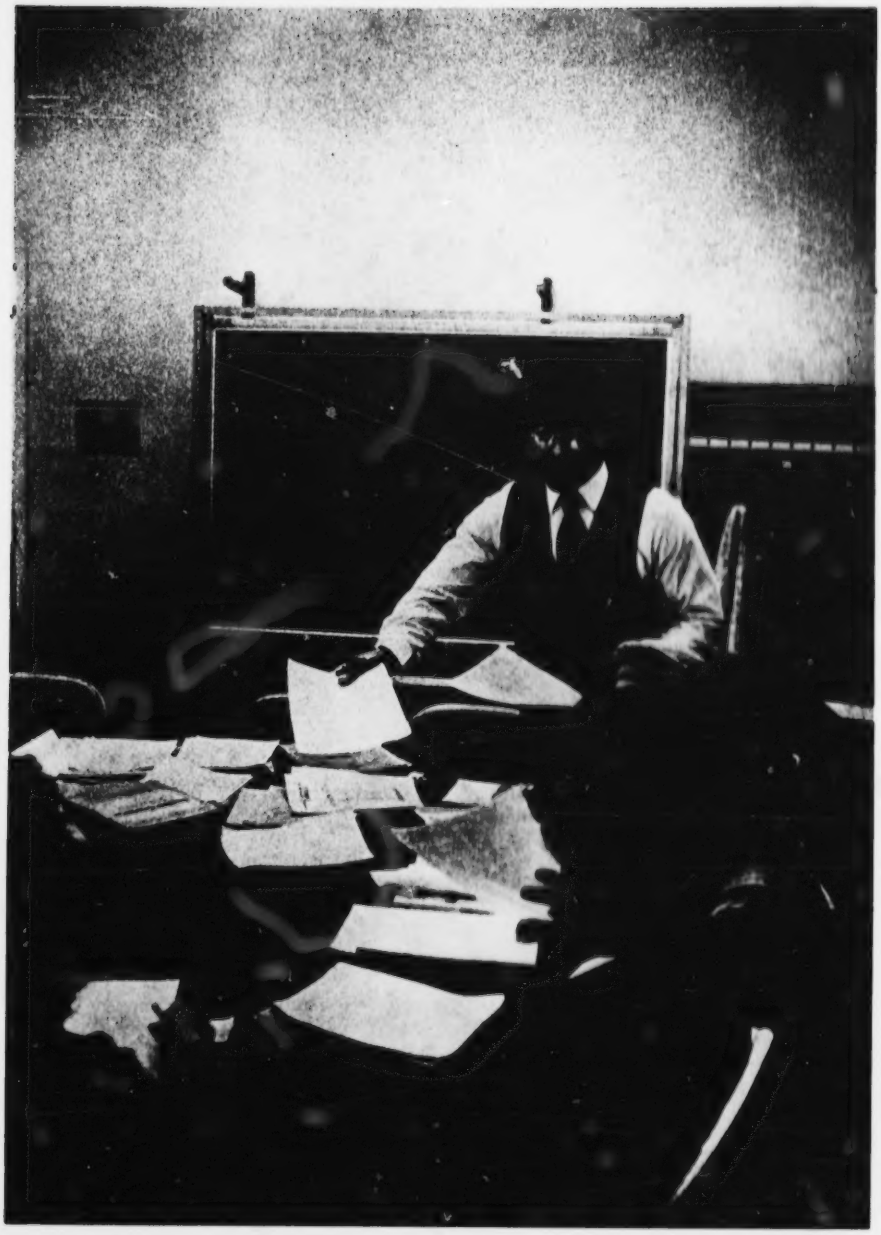
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	Researchers in Cairo, Egypt made a study of hearing loss. They compared the hearing levels of 150 smokers and 150 non-smokers. They came up with some convincing evidence. 83% of the non-smokers had normal hearing. Only 30% of the smokers had normal hearing. The longer people had been smoking, the worse their hearing had become. The researchers said, "We believe that smoking hardens the arteries. Hardening causes the arteries to become narrower. The narrowing reduces the blood supply to the structure called the cochlea. The cochlea is the part of the middle ear that amplifies sound." They believe that deafness occurs more often and more severely in smokers than in non-smokers. Make Generalizations - Have students tell generalizations that they or others have made. Many of these generalizations may have been made when they were children. Experience taught them to revise their thinking. Sometimes experience verified their generalizations. EXAMPLES: men never cry; doctors don't get sick; all new shoes are painful The reputation of a company can be built on a generalization: X Company has always turned out quality products; therefore, their new product is of high quality. Classify Information - Tell students that when a number of things of the same kind are together, they have been grouped. Ask students to name groups of similar things. Then have them name members of groups. EXAMPLES: Name of group: vertebrates Members of group: fish, reptiles, birds Name of group: biology Members of group: zoology, botany, ecology	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	Prepare Simple Outlines - There are various tests with which to check to see whether your outline is satisfactory. Four of them follow. 1. Is the main idea clear, well stated? 2. Is the relationship among the parts consistent? Each point under a main topic must relate to that topic. EXAMPLE: I. Human Biology A. Body systems B. Sense organs C. Ecology Sub-Headings: Ask yourself, do the entries in the sub-headings point back to the idea that they are meant to support? There is one error in the outline below. EXAMPLE: I. Human Biology A. Examples of body systems 1. Circulatory a. arteries b. veins c. capillaries d. heart and lungs 2. Respiratory a. nose and mouth b. windpipe c. lungs	202

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	B. Sense organs 1. Eyes 2. Ears 3. Skin 4. Taste C. Ecology 1. Quality of air 2. Quality of water 3. Quality of food - Ask students to find the error in the above outline. (under B., 4, the entry is not the name of a sense organ. It should be Tongue.) Then have students write a paragraph using the corrected outline. - Have students write a three or four point outline. Check each outline. When a student has a good outline, have him write a selection using the outline. 3. In writing a paper from an outline, it is important that the points in the outline be in order. Ask: Does the order of the parts provide a logical sequence? EXAMPLE: 1. Digestive tract A. Mouth B. Esophagus C. Intestines D. Stomach	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	Anyone who is familiar with the digestive tract knows that digestion must occur in the stomach before material enters the intestines. If a paragraph were written that follows the order in the outline on page 7, some of it would be very hard to follow. 4. The fourth test is to determine whether the outline is complete. Ask: Does the outline include all the major parts of the subject? If it does not, essential material may have been omitted. Ask: Does the outline clearly show the structure of the reading selection? Or the structure of the selection which is to be written?	

ENGLISH



Courses 501–603

GENERAL OBJECTIVE: The learner will demonstrate an understanding of noun forms and usage, action verbs, and capitalization and punctuation.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. recognize nouns as words that name persons, places, objects and ideas.	- Have students identify nouns from their immediate surroundings. - Give students index cards of nouns from the four categories: persons, places, objects and ideas. Have them organize cards into appropriate categories. Person: Vanessa; Place: hospital; Object: table; Idea: happiness - Have students make their own list of persons, places, objects and ideas; then have them compare lists. - Have students recognize the articles a, an, and the as noun indicators in sentences; use magazines and newspapers for examples. EXAMPLE: A home (noun) is an investment (noun) for a family (noun). An hour (noun) passed before the bus (noun) came. The police car (noun) is parked near the corner (noun).	1
b. recognize and use singular and plural nouns.	- Review standard rules for forming plurals of nouns with students: a. Most nouns form the plural by adding -s. (books, months, purses) b. Nouns that end in s, x, sh, and ch form the plural by adding -es. (kisses, boxes, dishes, inches)	2, 3, 4

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	c. Nouns that end in y preceded by a consonant usually form the plural by changing y to i before adding -es. (babies, ladies, armies, cities) d. Nouns that end in y preceded by a vowel usually add -s to form the plural. (trays, attorneys) e. Nouns that end in f or fe usually change f or fe to v and add -es to form the plural. (halves, knives, thieves) Some exceptions are chiefs, safes, and handkerchiefs. f. Nouns that end in o preceded by a vowel add -s to form the plural. (patios, ratios) g. Nouns that end in o preceded by a consonant add -s or -es to form the plural. (potato, potatoes; tomato, tomatoes; alto, altos; piano, pianos;) h. Some plurals of nouns are formed in irregular ways. (child, children; goose, geese; mouse, mice;) i. Some nouns are the same in the plural form. (sheep, sheep; deer, deer;)	
	- Have students pluralize singular nouns using the standard rules. - Using a stack of cards each with a singular noun, have students place the cards into appropriate piles according to the plural ending each word takes. EXAMPLE: [change f to v, add -es] [change y to i, add -es] [shelf] [country] - Have students write sentences using singular and plural forms of nouns.	
c. form the possessive of singular and plural nouns.	- Explain to students that the possessive form of nouns is used to show ownership or possession.	5, 6

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- Discuss rules for forming the possessive of singular and plural nouns. 1. Add 's to singular nouns that do not end in s. (student's, day's) 2. Add ' to singular nouns that end in s. (Carlos', witness') 3. Add 's to plural nouns that do not end in s. (men's, mice's) 4. Add ' to plural nouns that end in s. (Cubs', girls') - Using some of the noun cards from earlier exercises, have students form the possessive of singular and plural nouns. - Give students words or phrases for which they must correctly form the possessive nouns using both singular and plural forms of the nouns. EXAMPLE: building - building's visitors - visitors' boat belonging to Joe changes to Joe's boat the choice of the people changes to the people's choice NOTE: Apostrophes are used to form singular and plural possessives.	
d. distinguish between proper and common nouns.	- Discuss with students that proper nouns name specific persons, places, or things and common nouns name persons, places, or things in general. - Write a variety of common and proper nouns on the board. Have students identify common and proper nouns by determining how they differ from each other. Then have students formulate their own definition for each one. - Have students match common nouns with appropriate proper nouns. EXAMPLE: Common Proper b 1. country a. Easter a 2. holiday b. France	7, 8

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	- Have students substitute proper nouns for common nouns in sentences. - Give students a list of common nouns and have them write several proper nouns in the same category. EXAMPLE: city - Chicago, New York, Atlanta NOTE: Proper nouns are always capitalized.	
e. capitalize proper nouns.	- Review capitalization rules with students. 1. Capitalize the names of days of the week, months, and holidays. 2. Capitalize the names of cities, states, mountains, rivers, lakes, oceans, etc. EXAMPLE: Houston, Illinois, Rocky Mountains, Mississippi River, Lake Michigan, Pacific Ocean 3. Capitalize the names of buildings, companies, agencies, etc. EXAMPLE: Wrigley Building, Xerox Corporation, Internal Revenue Service - Pair students into teams. Give them a paragraph taken from a book or magazine after you have replaced all the capital letters with lower case letters. See which team can find the most capitalization errors and correct them.	8
f. capitalize abbreviations and initials of proper nouns. 214	- Have students make their own list of abbreviations commonly used for proper nouns. EXAMPLE: Mr. Connors, Mrs. Garcia, Dr. Smith, Western Ave., Garfield Blvd., T.J. Walker, U.N., P.O. Box, etc.	9, 10 215

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
g. capitalize titles before and after names.	- Have students make their own list of people who have titles. EXAMPLE: Titles before names Mayor Hatcher, Doctor Adam Smith, Principal James Brown, Senator Powell Titles after names Richard Hatcher, Mayor; Adam Smith, M.D.; James Brown, Principal NOTE: Commas are used after a person's name when it is followed by a title.	10
h. identify simple subjects and simple predicates in sentences.	- Have students identify nouns as simple subjects and verbs as simple predicates. EXAMPLE: Carol sent a lovely thank-you note. Carol = simple subject sent = simple predicate	11
i. recognize and use action verbs.	- Have students name action words that tell what people do. Divide the words into two groups, one showing physical action and the other showing mental action. EXAMPLE: Physical Action: walk, cook, work, sleep, jog, sell Mental Action: remember, imagine, worry, believe - Have students identify action verbs in sentences; then have them determine whether they show physical or mental action. EXAMPLE: Gloria works for a large paper factory. physical action The jury believes his story. mental action NOTE: Students often confuse mental action verbs with state of being verbs. State of being verbs will be discussed in course 502.	12

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
j. identify simple subjects, simple predicates, and direct objects in sentences.	- Define a direct object as a word or words that receive the action of the verb and answer the question: Who or What received the action? - Have students identify the subject/predicate/direct object in sentences. EXAMPLE: Luis threw the ball across the field. Subject: Luis — Verb: threw — Direct Object (Who? or What?): (What?) ball EXAMPLE: Bill Reynolds hired a new electrician. Subject: Bill Reynolds — Verb: hired — Direct Object (Who? or What?): (Who?) electrician	13
k. identify and use nouns as direct objects in sentences.	- Have students complete sentences by using direct objects. EXAMPLE: The doctor used the _____. (stethoscope, operating room) Lydia turned on the _____. (radio, TV, fan) - Using a stack of noun cards and a stack of action verb cards (face down), have students choose two noun cards and one verb card. EXAMPLE: [dishwasher] Noun [broke] Verb [plate] Noun Have students form sentences with a subject-verb-direct object pattern. They may add articles or other words for clarity. Students should also be encouraged to trade noun cards with each other in order to be able to form a more logical sentence. Each student with a logical sentence can: 1. have it written on the board 2. choose three new cards to make another sentence	14

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective k continued	The main purpose of this activity is to produce a variety of sentences and to show that the position of the noun in a sentence determines whether it is a subject or an object. EXAMPLE: The dishwasher broke my plate. (or) A plate broke that dishwasher.	
	NOTE: Throughout the intermediate curriculum, the word "subject" is used to refer to the simple subject and the word "predicate" is used to refer to the simple predicate or verb.	

GENERAL OBJECTIVE: The learner will demonstrate an understanding of verb forms and usage, and subject/verb agreement.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. recognize verbs as words that show action or state of being.	- Have students identify verbs in sentences; then determine if they show action or state of being. EXAMPLE: The stewardess packed quickly for the trip. (action) The stewardess was very helpful. (being) The stewardess looked tired. (being) NOTE: All forms of the verb "to be" (am, are, is, was, were, and been) are always state of being when used alone in a sentence. If they are used with another verb they are considered helping verbs and are usually used to show action. Some other verbs that can be used to show state of being are: seemed, looked, became, felt, smelled, tasted, etc.	1
b. identify verb phrases in sentences.	- Have students recognize verb phrases as helping verb(s) plus main verb. was + working will be + working EXAMPLE: John was working late yesterday. John will be working late tomorrow. 1. These verbs are helping verbs only when followed by a main verb: being verbs - am, are, is, was, were, been other verbs - do, did, has, have, had 2. These verbs are always helping verbs: could, should, would, must, might, will, shall - Have students identify verb phrases in sentences.	2

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Discuss with students that questions and negative sentences usually have verb interrupters (words that come between the helping and main verb). EXAMPLE: Can I walk to the store from here? I can never make crispy chicken. - Write simple declarative sentences. Have students change them to questions and identify helping and main verbs. EXAMPLE: He is working late tomorrow. Is he working late tomorrow? Have students change the statements to negative sentences and identify the verb phrase. EXAMPLE: He is not working late tomorrow.	
c. recognize and use singular and plural forms of verbs.	- Have students change singular verbs to plural forms and plural verbs to singular forms. NOTE: Most singular verbs add an -s ending and most plural verbs drop the -s ending. He walks. He drives. They walk. They drive. - Have students identify and use the singular and plural forms for the verbs to be, to have, and to do.	3, 4
d. identify simple subjects and simple predicates.	- Have students identify nouns as simple subjects and verbs as simple predicates. NOTE: A simple subject is one word. It can be singular or plural.	5

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	A simple predicate is one action. It includes all the helping verbs and the main verb. EXAMPLE: The sponsor buys commercial time on TV. sponsor = simple subject buys = simple predicate The sponsors have been buying commercial time on TV. sponsors = simple subject have been buying = simple predicate	
e. identify and write sentences with simple and compound subjects and predicates.	- Have students identify nouns as compound subjects and verbs as compound predicates. NOTE: A compound subject contains two or more nouns used as subjects. A compound predicate contains two or more separate actions. It includes any helping verbs used with each action word. EXAMPLE: Red and blue are my two favorite colors. (comp. subject) The comedian laughed and joked with a group of friends. (comp. predicate) The comedian was laughing and joking with a group of friends. (comp. predicate). - Using noun and action verb cards (plural forms only) have students choose two noun cards and one verb card. Then, have them form logical sentences using both nouns as subjects. Again, encourage students to exchange noun cards to form more logical sentences. - Put pairs of simple sentences on the board which contain the same predicates but different subjects. Have students combine pairs of sentences into one sentence.	6, 7 227

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective e continued	EXAMPLE: The Big Dipper can be seen on a clear night. The North Star can be seen on a clear night. Response: The Big Dipper and the North Star can be seen on a clear night. Now have students make up sentences with compound subjects. Have students divide each sentence into two separate sentences each with one subject and one verb. EXAMPLE: Ernie Banks and Billy Williams played for the Chicago Cubs. Response: Ernie Banks played for the Chicago Cubs. Billy Williams played for the Chicago Cubs. - Using one noun card and two action verbs cards (singular form only), have students form sentences using the verbs for compound predicates. Students can exchange verb cards to form more logical sentences. Continue sentence combining practice by writing pairs of sentences with the same subject but different predicates. EXAMPLE: The football player tripped. The football player fell across the twenty-yard line. Response: The football player tripped and fell across the twenty-yard line. Finally, have students practice combining both subjects and predicates. EXAMPLE: The car and the bus collided. The car skidded on the wet pavement. The bus skidded on the wet pavement. Response: The car and bus collided and skidded on the wet pavement.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective e continued	Now have students make up sentences with compound predicates and with compound subjects and predicates. Write some of these sentences on the board. Have students divide each sentence into two or more sentences each with one subject and one verb. EXAMPLE: The comedian laughed and joked with a group of friends. Response: The comedian laughed. The comedian joked with a group of friends. EXAMPLE: Carol and Roberto plastered and painted the wall. Response: Carol plastered the wall. Carol painted the wall. Roberto plastered the wall. Roberto painted the wall.	
f. recognize that a verb must agree with its subject in number.	-Give students sentences with singular subjects and verbs in agreement. Have them change the subject as well as the verb to plural form. EXAMPLE: The dancer rehearses. (singular subject) The dancers rehearse. (plural subject) Then give students plural subjects and verbs and have them change to singular form. EXAMPLE: The vines cling. (plural subject) The vine clings. (singular subject)	8
g. determine subject/ verb agreement with simple and compound subjects.	-Have students choose the correct form of the verb in sentences which contain simple and compound subjects. EXAMPLE: The boxer (work, works) in the gym every day. (simple subject)	9, 10

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective g continued	Caps and gowns (is, <u>are</u>) worn at most graduations. (compound subject)	
h. name the principal parts of regular verbs.	- Have students study a chart of regular verbs. <u>EXAMPLE</u>: <u>Present</u> / walk; <u>Present Participle</u> / walking; <u>Past</u> / walked; <u>Past Participle</u> / walked - Discuss spelling changes for adding -ing and -ed endings to regular verbs. <u>EXAMPLE</u>: stop, stopping, stopped; hope, hoping, hoped; live, living, lived; marry, marrying, married. - Have students write the correct form of the verb in sentences. <u>EXAMPLE</u>: (follow) The detective <u>followed</u> the suspect for hours. The detective was <u>following</u> the suspect for hours. <u>NOTE</u>: The -ing form of a verb must have a helping verb in front. (was leaving, is driving, has been dancing, etc.)	11
i. name the principal parts of irregular verbs.	- Have students memorize a list of commonly used irregular verb forms. - Discuss with students the three ways in which irregular verbs usually change their forms: 1. by changing a vowel (e.g., drink, drank, drunk) 2. by changing a vowel and consonants (e.g., go, went, gone) 3. by making no change (e.g. hurt, hurt, hurt) - Have students fill in missing verb forms on a chart.	12, 13, 14

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective i continued

Present	Present Participle	Past	Past Participle
swim	swimming	swam	swum

NOTE: The past form of the verb can never use helping verbs (auxiliaries). The past participle must use a helping verb(s).

EXAMPLE: We swam across the lake. past form -no helping verb

They have swum across the lake. - past participle form - uses helping verb (have)

- Have students choose the correct verb form in sentences.

EXAMPLE: Tom (began, begun) to wallpaper the bedroom.

Tom has (began, begun) to wallpaper the bedroom.

NOTE: 1. The past form usually indicates past tense.

2. The past participle form is used for all three tenses in the passive voice.

present tense: This song is sung before every game.
past tense: This song was sung before every game.
future tense: This song will be sung before every game.

3. The past participle form is always used for the three perfect tenses.

present perfect: Mary has sung her part.
past perfect: Mary had sung her part.
future perfect: Mary will have sung her part.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
j. identify and use verbs in simple present, past and future tenses.	- Have students identify simple present, past and future tenses. EXAMPLE: present 1. Carol types quickly. past 2. Carol typed this letter. future 3. Carol will type this letter tomorrow. - Have students choose the correct verb form to indicate tense usage. EXAMPLE: I (visit, visited) my relatives last summer. - Have students write original sentences using verbs in simple present, past and future tenses. Present tense: I drive my new car carefully. I am driving my new car carefully. Past tense: I drove my car in heavy traffic. I was driving my new car in heavy traffic. Future tense: I will drive the car for many years. I shall drive this car for many years. NOTE: The three perfect tenses will be discussed in the GED level. The perfect tenses must use one of the following helping verbs: Present perfect = has or have + main verb. I have worked here for ten years. Past perfect = had + main verb. He had worked here for ten years. Future perfect = will have or shall have + main verb. He will have worked here for ten years.	15

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
k. recognize commonly confused verbs.	- Discuss the meanings of commonly confused verbs. lie - to recline, to rest, or to remain in a lying position (lie, lying, lay, lain) lay - to put or to place something (needs object) (lay, laying, laid. laid) sit - to rest or to sit down (sit, sitting, sat, sat) set - to put or to place something (needs object) (set, setting, set, set) rise - to go up or to get up (rise, rising, rose, risen) raise - to force something to move upward (needs object) (raise, raising, raised, raised) - Have students choose correct form of commonly confused verbs. (e.g., lie, lay; sit, set; rise, raise) EXAMPLE: Can you remember where you (lay, laid) my hat? Did you (sit, set) the alarm clock for the right time? If his temperature (raises, rises), take him to the doctor.	16, 17

GENERAL OBJECTIVE: The learner will demonstrate an understanding of pronoun identification and classification. The learner will also demonstrate the ability to apply these concepts to pronoun usage problems.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
a. identify personal pronouns according to person, number, gender, and case.	- Explain the following charts which show the meaning of person, number, gender, and case of personal pronouns.	1, 2

Person	Singular (one)	Plural (more than one)
1st person (speaker)	I, me, my, mine	we, us, our, ours
2nd person (person spoken to)	you, your, yours	you, your, yours
3rd person (person or thing spoken of)	he, she, it him, her his, her, hers, its	they, them, their, theirs

Gender (applies only to third person pronouns)

	Singular	Plural
Masculine (male)	he, him, his	they, them, their, theirs
Feminine (female)	she, her, hers	they, them, their, theirs
Neuter (without sex)	it, its	they, them, their, theirs

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	Case Singular Plural PERSON / NOMINATIVE / OBJECTIVE / POSSESSIVE 1st / I / me / my, mine 2nd / you / you / your, yours 3rd / he, she, it / him, her, it / his, her, hers, its 1st / we / us / our, ours, 2nd / you / you / your, yours, 3rd / they / them / their, theirs - Have students use the pronoun case chart to complete sentences by filling in the appropriate pronoun according to person, number, gender, and case. EXAMPLE: Third person, singular, masculine (nominative) He enjoys fishing with Leroy. (objective) James enjoys fishing with him. (possessive) Leroy brought his new fishing reel. - Pair students and give each pair a stack of cards with personal pronouns written on them. Have one student hold the cards. The other student must identify the person, number, gender and case of the pronoun on each card. When that student has successfully described each pronoun, the two students then switch places.	
b. identify personal pronouns in sentences.	- Have students identify personal pronouns in sentences. EXAMPLE: We worked with their group for one year.	3

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
c. recognize pronouns as words that substitute for nouns.	- Discuss with students the importance of using pronouns to make writing smoother and less wordy. Write sentences that overuse nouns to demonstrate the necessity of pronoun usage. EXAMPLE: Carl decided to remodel Carl's house. Carl is a carpenter and will ask Carl's friends, Tim and Brian, to help Carl. Tim and Brian will work weeknights with Carl. Carl decided to remodel his house. He is a carpenter and will ask his friends, Tim and Brian, to help him. They will work weeknights with him.	4
d. recognize and use nominative case pronouns in sentences.	- Have students substitute pronouns for nouns used as subjects in sentences. EXAMPLE: The janitor forgot to turn off the lights. He - Give each student a card with a noun or nouns from one of the following categories: 1. Simple subjects - singular and plural forms (include people and things) [woman] [women] [newspaper] [magazines] 2. Compound subjects - singular and/or plural (include people and things) [Bill and Rita] [table and chairs] 3. Masculine names [Mr. Patel] [Harold]	5

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	4. Feminine names [Ms. Anne Jones] [Tamara] 5. Career titles [waiter] [waitress] [carpenter] [actress] Have the students write sentences using the nouns they chose as subjects. Then, have them substitute appropriate personal pronouns for each subject noun used. NOTE: Pronouns used as subjects must agree with verbs.	
e. recognize and use objective case pronouns in sentences.	- Have students substitute pronouns for nouns used as objects in sentences. EXAMPLE: William was worried about the players. them NOTE: Sentences should contain examples of pronouns as direct and indirect objects and objects of prepositions.	6
f. recognize and use possessive case pronouns in sentences.	- Have students substitute pronouns for possessive nouns in sentences. EXAMPLE: Were those books Mary Johnson's? hers NOTE: Possessive personal pronouns never use an apostrophe to show possession. Possessive pronouns can be used as adjectives. EXAMPLE: his glasses, her purse, our appartment, my keys, your job, its engine	7

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
g. recognize and use nominative, objective, and possessive case pronouns in sentences.	- Have students substitute appropriate pronouns for nouns used as subjects, objects, and possessive nouns. EXAMPLE: He Douglas Wheeler will run in that race today. her The supervisor assigns work to Carolyn. their This is the family's money.	8
h. use the correct order of personal pronouns with nouns or other pronouns.	- Have students examine sentences to show that when pronouns are connected with one or more nouns, the pronoun goes last. EXAMPLE: They were working with Dan and me. (not me and Dan) Janet, Karen, and she drove to work together. (not she, Janet, and Karen) - Have students examine sentences which show that when one of the pronouns is I, me, we, or us, that pronoun goes last. EXAMPLE: He and I will go to Mexico next summer. (not I and he) The foreman wanted to talk to him and me. (not me and him) - Have students rewrite sentences correcting the pronoun order. EXAMPLE: Wrong: Were she and Gloria planning the vacation? Right: Were Gloria and she planning the vacation?	9
i. recognize and use contractions formed with pronouns and verbs.	- Have students form contractions using the following pronouns: I, we, you, he, she, it, they. EXAMPLE: we + are = we're we + will = we'll we + have = we've we + would = we'd	10, 11, 12

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective i continued	NOTE: Contractions do not exist for the following words: hers, ours, yours, theirs - Have students distinguish between possessive pronouns and contractions. EXAMPLE: The car had (its, it's) engine rebuilt twice. (Its, It's) a good idea.	
j. identify the antecedents of pronouns.	- Define antecedents as the words to which a pronoun or pronouns refer. Robert drove his new car carefully. Robert = antecedent Have students identify antecedents for underlined pronouns in sentences. - Stress the importance of clear antecedent/pronoun reference by giving students examples in which it is not clear what the antecedent of the pronoun is. The following examples can have at least three different interpretations. EXAMPLE: Michael and Donovan found his letter. (Whose letter?) a. Michael and Donovan found Michael's letter. b. Michael and Donovan found Donovan's letter. c. Michael and Donovan found their friend's letter.	13

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective j continued	Shirley was measuring and Diane was cutting the wallpaper when she fell. (Who fell?) a. Shirley was measuring and Diane was cutting the wallpaper when Shirley fell. b. Shirley was measuring and Diane was cutting the wallpaper when Diane fell. c. Shirley was measuring and Diane was cutting the wallpaper when the little girl fell.	
k. recognize pronoun and antecedent agreement in number and gender.	- Have students write pronouns that agree with underlined antecedents. EXAMPLE: The reporters were allowed to install their own telephone in the mayor's press room.	14

GENERAL OBJECTIVE: The learner will demonstrate an understanding of adjective and adverb usage, and regular and irregular comparison words in comparative and superlative degrees.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. recognize the adjective as a modifier of a noun or pronoun.	- Introduce students to the concept that adjectives are used to describe or limit the nouns or pronouns in a sentence. Have students give examples of the different types of adjectives. EXAMPLE: 1. what kind — tired doctors — compact cars 2. which one(s) — that doctor — these cars 3. how many — one doctor — four cars 4. how much — some doctors — all cars - Have students describe nouns using all four types of adjectives. - The adjectives a, an, and the are articles. 1. The is a definite article because it points out a specific person, place or thing (the car, the book, the man, the envelope). 2. A and an are indefinite articles because they point out persons, places or things more generally (a home, a family, an honor, an event). NOTE: The use of a and an is determined by the beginning sound of the word it precedes. 1. Use the article a before a consonant sound (include words beginning with u pronounced as in use and o pronounced as in one). EXAMPLE: a home, a family, a union, a one-way street, a UFO, a fifth semester, a hundred dollar bill, a CBS report 2. Use the article an before a vowel sound (include words beginning with silent h).	1, 2, 3

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	EXAMPLE: an event, an uprising, an honor, an organization, an ABC report, an 8 hour day - Using pictures of people from newspapers (front pages, sport pages, etc.) or magazine advertisements, have students describe the people in the pictures using only the following adjective suffixes: -ful, -less, -ish, -able, -ible. EXAMPLE: 1. selfish child 2. successful player 3. graceful dancer 4. restless coach 5. fashionable woman 6. reckless driver - Choose a descriptive paragraph from books, magazines, etc. Take out the adjectives; then have students fill in their own description. EXAMPLE: During the_____months we stayed in the_____room... - Have each student write a short paragraph describing something or someone using as many adjectives as possible.	
b. distinguish between adjectives and indefinite pronouns.	- Have students distinguish between the following adjectives and indefinite pronouns in sentences: this, that, these, those, all, both, several, some, most, many, etc. EXAMPLE: This book is mine. (adj.) This is my book. (pron.) Both tires are worn. (adj.) Both are worn. (pron.) NOTE: Using this or these indicates items closer to the speaker. Using that or those indicates items farther from the speaker.	4

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
c. form proper adjectives from proper nouns.	- Show students how to form proper adjectives from certain proper nouns. EXAMPLE: America = American France = French - Have students change a given list of proper nouns to proper adjectives. EXAMPLE: Britain = British Mexico = Mexican China = Chinese Spain = Spanish - Have students complete sentences with their own proper adjectives. EXAMPLE: 1. I like_____food. (French, Mexican, German) 2. I don't know very much about _____ culture. 3. I think_____cars are the best in the world.	5
d. recognize the adverb as a modifier of a verb, adjective, or another adverb.	- Introduce students to the concept that adverbs add meaning to verbs, adjectives or other adverbs, and that they can occupy a number of positions in a sentence. Discuss with students that adverbs modifying verbs describe the following: 1. When: soon, now, later, earlier 2. Where: there, here, back 3. How: carefully, loudly, slowly, knowingly 4. How much/to what extent: very, extremely, too Also discuss the concept that adverbs modifying adjectives or other adverbs usually qualify the description by indicating how much or how little. EXAMPLE: Karen did her work very quickly. (how much) This time the car was less expensive. (how little)	6, 7, 8

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	Have students write examples of qualifying adverbs. EXAMPLE: very friendly rather tired quite sick fairly well -Give students sentences in which they must identify the adverbs. -Have students complete sentences using adverbs. -Have students write a short paragraph describing an activity or an event. Explain that their focus should be on action and movement. Then have students go back over their paragraph underlining the adverbs.	
e. form contractions using verbs and the adverb not.	-Have students form contractions using the adverb "not" with the following verbs: are, is, was, were, have, has, had, will, do, does. EXAMPLE: do not = don't will not = won't NOTE: Apostrophes are used to form contractions.	9
f. recognize and correct double negatives.	-Have students identify and correct sentences that contain double negatives: those using not or never and another negative word. EXAMPLE: Double negative: I didn't hear nothing. Correction: A. I didn't hear anything. B. I heard nothing. NOTE: Corrections can be made by either changing one of the negative words to a positive or eliminating one of the negative words.	10

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
9. recognize and form the comparative and superlative degrees of adjectives.	- Have students complete a chart of adjectives in comparison. Indicate that words of one or two syllables usually take -er or -est endings, and words of more than two syllables add the following qualifiers. more or most (to show increasing amounts or degrees) less or least (to show decreasing amounts or degrees)	11, 12

POSITIVE (for one)	COMPARATIVE (between two)	SUPERLATIVE (for three or more)
tall	taller	tallest
comfortable	more comfortable	most comfortable
smooth	smoother	smoothest
happy	happier	happiest
expensive	less expensive	least expensive

- Stress that the comparative form is used to compare only two things or people and the superlative form is used for three or more. Given sentences, have students choose the correct adjective form by determining how many things or people are being compared.

EXAMPLE: Carl is stronger than Marvin. (strong)

Carl is the strongest person on our night shift. (strong)

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
h. recognize and form the comparative and superlative degrees of adverbs.	- Using the form of the comparison chart for adjectives, have students complete an exercise showing the comparison of adverbs. NOTE: Many of the adjectives used in the previous chart can be changed to adverbs by adding -ly endings.	13, 14

POSITIVE	COMPARATIVE	SUPERLATIVE
comfortably	more comfortably	most comfortably
smoothly	more smoothly	most smoothly
happily	more happily	most happily
beautifully	more beautifully	most beautifully

- Have students correct sentences containing errors made with comparison of adjectives or of adverbs by:

  a. Correcting the degree of comparison from superlative to comparative when comparing only two things or people (-est ending to -er ending or most to more)

     1. Rita was the fastest of the two runners. faster
     2. This is the nicest of the two vases. nicer
     3. Sheila is the most beautiful of the twins. more beautiful

- Have students identify the degree of comparison for underlined adverbs in sentences.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective h continued	b. Correcting the degree of comparison from comparative to superlative when comparing three or more people or things. (-er ending to -est ending or more to most) 1. Rita was the faster runner in the marathon. fastest 2. This is the nicer vase of the three. nicest 3. Sheila is the more beautiful of the five sisters. most beautiful c. Avoiding double comparisons: most tallest to tallest — most friendliest to most friendly most funnier to funnier — more friendlier to more friendly 1. Rita was the most fastest of all the runners. fastest 2. I need a more larger vase. larger 3. Sheila is the most beautifullest model in the picture. most beautiful	
i. recognize and use irregular forms of adjectives and adverbs.	- Have students complete a comparison chart for troublesome adjectives and adverbs. NOTE: Some adjectives and adverbs use the same comparative and superlative forms.	15

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective i continued

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
well	better	best
bad	worse	worst
badly	worse	worst
many	more	most
much	more	most

- Have students determine the correct use of good/well and bad/badly in sentences.

Some helpful definitions are the following:

good - describes people, things, or ideas

well - describes action (sometimes describes people, meaning to be in good health).

EXAMPLE: Opal felt good when she got the promotion. (describes person)
Opal did her work well. (describes action)
Opal must have the flu. She doesn't feel well. (describes person)

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
j. recognize and use adjectives and adverbs in sentences.	- Choose a variety of commercial advertisements from newspapers, magazines, radio, and television. Have students identify the adjectives and adverbs used. Then have students substitute different modifiers and discuss the effect these changes would make in selling the product. Have them analyze the ads according to their selling appeal, and determine which products would probably sell faster and why. EXAMPLE: For sale: 1979 Dodge Charger, good condition. Moving, must sell: one owner, 1979 metallic green Dodge Charger, low mileage, perfect condition. - Have students write their own advertisements for a product they might consider selling.	

GENERAL OBJECTIVE: The learner will demonstrate an understanding of prepositions and prepositional phrases, coordinating and correlative conjunctions, interjections, and punctuation.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. identify and use prepositions and prepositional phrases in sentences.	- Introduce students to commonly used prepositions: about, above, across, after, against, along, around, at, before, behind, below, beneath, beside, between, by, down, during, for, from, in, inside, into, of, on, over, through, to, toward, under, until, up, with, within, and without. - Introduce students to the concept that a preposition must connect a noun or pronoun and their description words to the rest of the sentence. EXAMPLE: The small child fell down the stairs. (prepositional phrase) The small child fell down. (adverb) - Have students identify prepositional phrases in sentences. EXAMPLE: The welder shielded his face with a mask. - Discuss with students that prepositional phrases are used to describe items in a sentence when using adjectives or adverbs would be inadequate, inappropriate, or repetitive. EXAMPLE: We are leaving tomorrow. (description using an adverb) We are leaving in the morning. We are leaving during the day. (prepositional phrases) We are leaving at night. - Have students complete sentences using prepositions to form prepositional phrases. EXAMPLE: (around) The nurse wrapped the bandage around his knee.	1, 2

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	- Have students write original sentences using given prepositional phrases. Example: about my raise / across the street / before dark / beside Freda and us / between you and me / for a vacation / from your pocket / on the map / toward the window / with great skill	
b. identify the object or objects of a prepositional phrase.	- Have students identify the object(s) of a prepositional phrase. An object of a prepositional phrase can only be a noun or a pronoun in the objective case. EXAMPLE: Planets circle around the sun. (Obj.) I worked with Lillie and her. (Obj. Obj.) - Use two separate sets of cards, one for prepositions, the other for objects. Have each student choose one card from each group; form a prepositional phrase using those words; then write a sentence. EXAMPLE: [from] (preposition) [radiator] (object) from my radiator (prepositional phrase) Water is leaking from my radiator. (Sentence) These cards can be exchanged, shared with small groups, or used for a whole class activity. The objective is to write a variety of sentences.	3, 4

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
c. identify subjects and predicates in sentences containing introductory phrases.	- Give students sentences with introductory phrases; have them underline the phrases; then identify the subject and predicate of each sentence. EXAMPLE: For many years [we] [lived] in that neighborhood. S V	5
d. determine subject/verb agreement in sentences that contain intervening phrases.	- Give students sentences in which the prepositional phrase comes between the subject and predicate. Have the students: 1. cross out the intervening prepositional phrase, then 2. identify the subject and choose the correct verb. EXAMPLE: The construction work ~~of the carpenters~~ (was, were) completed.	6
e. recognize and use coordinating conjunctions as connecting words.	- Give students sentences in which they must identify connective words such as: and, but, or, nor. - Give students sentences for which they must supply the appropriate connective according to meaning: and = addition or = choice but = contrast nor = negative choice EXAMPLE: I didn't want the potato chips nor the pie. I wanted the potato chips, the pie or the apples. I wanted the potato chips, the pie, and the apples. Discuss how the meaning changes when a different connective is substituted. NOTE: When "nor" is used as a coordinating conjunction, it is used without "neither."	7, 8

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
f. recognize and use correlative conjunctions as connecting words.	- Give students sentences in which they must identify the following correlative conjunctions: either ...or, neither ...nor, both ...and, not only ...but also, and whether ...or EXAMPLE: Either Rickey or Juanita will finish painting the basement. Discuss how the meaning changes when a different set of connectives is substituted. EXAMPLE: Neither Rickey nor Juanita will finish painting the basement. Not only Rickey but also Juanita will finish painting the basement. - Give students sentences in which they must fill in their own connectives. EXAMPLE: She is _____ rich _____ famous. not only ... but also either ... or neither ... nor both ... and Compare the different answers students will have written. - Discuss with students that correlative conjunctions must be used in pairs and can never be interchanged or left incomplete. EXAMPLE: wrong: He was neither angry or upset. right: He was neither angry nor upset. wrong: Alan Alda not only acted in but directed that movie. right: Alan Alda not only acted in but also directed that movie.	9, 10

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
g. recognize interjections as words that express sudden emotion or feeling.	- Discuss with students that interjections have no grammatical relation to words in a sentence and that their emphasis is to express feelings and not necessarily meaning. EXAMPLE: Wow! Oh no! Oh yes! Ah! - Give students sentences in which they must identify and punctuate interjections. 1. Interjections expressing strong emotion need exclamation marks. EXAMPLE: Ouch! Fantastic! 2. Interjections expressing mild emotion need only commas. EXAMPLE: Well, Oh, Yes, etc.	11

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GENERAL OBJECTIVE: The learner will demonstrate an understanding of the usage of the eight parts of speech in a variety of sentences and all concepts in 501 through 603.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. pluralize singular nouns.	- Review forming regular plural nouns by: adding -s or -es (chairs, dishes) changing -y to -i and adding -es (babies) changing -f or -fe to -v and adding -s or -es (wives) - Review forming irregular plural nouns (child-children; mouse-mice; goose-geese) - Review a list of nouns that do not change spelling in plural form (sheep, deer, moose, etc.) - Give students a list of singular nouns, and have them write the plural form (applying all the above rules). - Have students complete sentences by circling the correct spelling from three given choices. EXAMPLE: Two fire ____ and an ambulance were sent to the fire on Kedzie Avenue. a. truck (b.) trucks c. truckies	1
b. recognize and use irregular verb forms.	- Have students write the correct form of given irregular verbs. EXAMPLE: Ann drank five cups of coffee this morning. (drink) Have you drunk all that coffee? (drink)	2

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	The past form never uses helping verbs. The past participle form always uses helping verbs. EXAMPLE: Present / Past (no helping verb) / Past Participle (uses helping verbs: have, has, had, been, was, were, etc.) drink — drank — drunk begin — began — begun sing — sang — sung Roger began to do his work quietly. (no helping verbs) I should have begun earlier. (should have = helping verbs) Has Lena begun to paint her kitchen? (has = helping verb)	
c. recognize and use commonly confused verbs.	- Have students choose the correct form of the following verbs: lie, lay; sit, set; rise, raise.	3
d. use the correct form of personal pronouns as subjects or objects.	- Have students choose the correct pronoun in sentences using pronouns as subjects, direct objects, or objects of prepositions. EXAMPLE: Reggie and (I, me) will drive the truck. Subject Lillian gave these books to Carla and (I, me). Object of a preposition Did the union accept (we, us) for membership? Direct object NOTE: Have students check pronoun usage by "testing" the pronoun alone in a sentence. EXAMPLE: Reggie and (I, me) will drive the truck.	4

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	Test by: (I or me) will drive the truck. (I sounds better) Answer: Reggie and I will drive the truck. Lillian gave these books to Carla and (I, me). Test by: Lillian gave these books to (I or me). (Me sounds better) Answer: Lillian gave these books to Carla and me. Did the union accept (we, us) for membership? Test by: Did the union accept (we or us)? (Us sounds better) Answer: Did the union accept us for membership?	4
e. identify the antecedent of a pronoun.	- Have students identify antecedents and their pronouns in sentences. EXAMPLE: Mr. Nelson will bring his car in to be repaired. Mr. Nelson = antecedent his = pronoun - Have students write pronouns for underlined antecedents in sentences. EXAMPLE: Rose broke her best dishes.	5, 6
f. recognize adjectives and adverbs as modifiers.	- Have students determine if an underlined word is used as an adjective or an adverb. EXAMPLE: Could you drive more slowly? (adverb) Many people thought Rita was a cautious person. (adjective)	7
g. recognize and correct double negatives.	- Have students identify and correct sentences that contain double negatives. EXAMPLE: Double negative I didn't hear nothing. Corrections: A. I didn't hear anything. B. I heard nothing.	8

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
h. form and use comparative and superlative degrees of adjectives and adverbs.	- Have students choose the correct adjective or adverb form by determining the number being compared. NOTE: When comparing two people, things, or actions add an -er ending or add the word "more" to the modifier. When comparing more than two people, things, or actions add an -est ending or add the word "most" to the modifier. EXAMPLE: Carl is *stronger* than Marvin. (strong) Carl is the *strongest* person on our night shift. (strong) Sonia worked *more carefully* than Lisa. (carefully)	9, 10
i. recognize and use coordinating and correlative conjunctions as connecting words.	- Have students combine subjects and predicates from two similar sentences to form one. EXAMPLE: Bob planned to work late today. Rose planned to work late today. Bob and Rose planned to work late today. (combined sentence) - Have students combine and/or complete sentences using coordinating and correlative conjunctions. - Have students correct correlative conjunction pairs. EXAMPLE: (wrong) Neither the director or the actors were ready to start filming. (right) Neither the director nor the actors were ready to start filming.	11, 12

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
j. determine subject/verb agreement with simple and compound subjects.	- Have students correctly choose singular or plural verbs to agree with the subject. EXAMPLE: Radio stations (operate, operates) on different frequencies. Chicago and Milwaukee (is, are) located on Lake Michigan.	13
k. determine subject/verb agreement in sentences containing intervening phrases.	- Have students delete prepositional phrases, then identify the subject and choose the correct verb. EXAMPLE: The construction work ~~of the carpenters~~ (was, were) almost finished.	14
Capitalization l. capitalize proper nouns, abbreviations and initials of proper nouns, and proper adjectives.	- Have students capitalize proper nouns for persons, titles (before and after names), days, months, holidays, streets, cities, states, countries, continents, rivers, lakes, and oceans. - Have students capitalize abbreviations and initials. - Have students capitalize proper adjectives.	15, 16, 17

ENGLISH

Courses 701 – 803

GENERAL OBJECTIVE: The learner will demonstrate an understanding of subject/verb agreement, pronoun agreement, and punctuation concepts.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. **determine subject/verb agreement with simple and compound subjects.**	- Have students identify the simple subject (one word - it can be singular or plural) and the compound subject (two or more words) in sentences and determine the correct form of the verb. EXAMPLE: This hardware store (sell, (sells)) all types of tools. (simple subject) These hardware stores ((sell), sells) all types of tools. (simple subject) The drawers and cabinets (was, (were)) organized last week. (compound subject) -Give students pairs of sentences with simple subjects. Have them combine the sentences forming a compound subject and change the number of the verb. EXAMPLE: Exercise is necessary for good health. A proper diet is necessary for good health. Exercise and a proper diet (are) necessary for good health. (combined sentence) - Give students a list of simple and compound subjects and a list of sentence stems. Have them write sentences matching subjects with sentence stems. EXAMPLE: Subjects / Sentence Stems _b_ 1. Mr. Johnson — a. need five more gallons of paint. _a_ 2. The foreman and his crew — b. arrives at the factory at 8:00. _c_ 3. Doris and her sister — c. take turns picking up the children after school.	1

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	Mr. Johnson <u>arrives</u> at the factory at 8:00. The foreman and his crew <u>need</u> five more gallons of paint. Doris and her sister <u>take</u> turns picking up the children after school.	
b. determine subject/verb agreement with collective nouns used as subjects.	- Collective nouns are names of groups or collections of people or things. These nouns may take either the singular or plural form of the verb. If a collective noun refers to a group acting as a whole, a singular verb is used. If a collective noun refers to a group where members act individually, a plural verb is used. Some collective nouns are: army, band, audience, class, club, committee, crew, crowd, family, flock, group, herd, jury, majority, orchestra, public, team, troop - Have students name several kinds of groups (e.g., committee, army, city council). Have them discuss who would be members of these groups and when the members would be considered acting independently within the group or when the members would be acting as one. <u>EXAMPLE</u>: The city council (was, <u>were</u>) thinking about their votes. Members acting independently within the group. The city council (<u>was</u>, were) present at the dedication of the new Civic Center. Members acting as one group. NOTE: Most collective nouns are used to show members acting as one group and, therefore, take a singular verb.	2

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Have students determine subject/verb agreement in sentences with collective nouns used as subjects. Caution them to choose the correct verb form by deciding how the collective noun is used and not by how each sentence sounds to them. EXAMPLE: 1. The jury (is, are) ready to present its verdict now. 2. The jury (is, are) arguing over their opinions. 3. The crew (was, were) working overtime this week. 4. The crew (was, were) talking over their recent strike votes.	
c. determine subject/verb agreement in sentences with reversed subject order.	- Ask the students to think of several declarative sentences. Write these sentences on the board. Have the students identify the subject and predicate for each one. Then, have them change these sentences to interrogative form. Now, have them find the subjects and predicates again. EXAMPLE: A. The bus (S) is (V) leaving (V). (Change to an interrogative sentence) 1. Is (V) the bus (S) leaving (V)? B. The bus (S) left (V) at 8:00. (Change to an interrogative sentence) 1. Did (V) the bus (S) leave (V) at 8:00 a.m.? 2. When did (V) the bus (S) leave (V)?	3, 4

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	Discuss what happens to the subject and verb in each sentence with reversed subject order. 1. the helping verb comes in front of the subject 2. helping verbs must be added if none were used in the original sentences - Ask students to think of different sentences starting with either there or here. Then, have them identify the subject and predicate of each sentence. There are four different bus schedules. v s Discuss what happens to the position of the subject and verb in these sentences. NOTE: The verb or helping verb comes in front of the subject. - Have students choose the correct verb form in sentences with reversed subject order. EXAMPLE: (Were, Was) there many candidates present?	
d. determine subject/verb agreement in sentences with indefinite pronouns used as subjects.	- Give students a list of indefinite pronouns. Then, categorize the indefinite pronouns into those which would always be singular, those which could be singular or plural and those which would always be plural. This can be done by students individually, in pairs or in small groups. Have students check each other's lists, discuss them and come up with a final correct list.	5

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	Always Singular: one, everyone, someone, anyone, no one, everybody, this; somebody, anybody, nobody, each, either, neither, that Can be Singular or Plural: all, some, most, part, any Always Plural: few, both, several, these, those, many - Using indefinite pronouns as subjects, have students choose the correct verb. EXAMPLE: Several (is, are) leaving early today. Everyone (is, are) leaving today. Few (is, are) chosen from the troops to become officers.	
e. identify subjects and predicates in sentences with introductory phrases.	- Give students sentences with introductory phrases. Have them eliminate the introductory phrase, then find the subject and predicate. Subjects and predicates can never be part of a prepositional phrase. EXAMPLE: In the office (prep. phrase) Susan (s) works (v) hard.	6
f. determine subject/verb agreement in sentences that contain intervening phrases.	- Have students complete a sentence combining exercise. Give them sentences and a list of phrases. Have them rewrite each sentence twice by placing the phrase somewhere in the sentence.	7

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective f continued	EXAMPLE: Phrase — during the summer months; Sentence — Many people exercise more often. Beginning phrase: During the summer months many people exercise more often. Middle phrase: Many people during the summer months exercise more often. End phrase: Many people exercise more often during the summer months. After going through several such examples have the students determine which phrases were used as intervening phrases. Also have students identify the subject and predicate of each sentence. - Give students sentences in which the prepositional phrase comes between the subject and predicate and have them. 1. Draw a line through the prepositional phrase. 2. Identify the subject and choose the correct verb. EXAMPLE: The DuSable Museum ~~in-Washington-Park~~ (was, were) named after the first settler in Chicago. The performances ~~at-the-Grant-Park-Bandshell~~ (continues, continue) throughout the summer. Also include sentences with indefinite pronouns used as subjects. EXAMPLE: Most of that movie (was, were) good. Singular Most of those movies (was, were) good. Plural Each of those movies (was, were) good. Singular NOTE: Indefinite pronouns that can be either singular or plural need descriptive phrases as indicators.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
g. determine subject/verb agreement with correlative conjunctions.	- Have students choose the correct verb in sentences using correlative conjunctions. EXAMPLE: Neither the doctor nor his patients (was, (were)) waiting long. Neither the patients nor the doctor ((was), were) waiting long. NOTE: The verb matches the last subject whenever there is a choice between subjects. Neither ____ nor X Not only ____ but also X Either ____ or X Exception: When using the conjunction "both - and" the subject always takes a plural verb. Both X and X = compound subject	8
h. determine pronoun agreement when indefinite pronouns are used as subjects.	- Review all three groups of indefinite pronouns: those that are always singular, can be singular or plural and are always plural. - Use newspapers and magazines to find sentences with indefinite pronouns used as subjects. Have students underline the indefinite pronouns. Then have them circle any personal pronouns that refer to the indefinite pronoun. EXAMPLE: All will be doing (their) best to stop the flooding. One of the stores closed (its) doors early.	9

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective h continued	- Have students determine pronoun agreement in sentences with indefinite pronouns used as subjects. EXAMPLE: Somebody left (his, their) jacket in the room. No one could believe (his, their) eyes. All of the reporters searched (his, their) notes for the candidates's exact words. Everyone was told that (he, they) would be paid on Tuesday. Some were told that (he, they) would be paid on Tuesday.	
1. use commas for three or more items in a series.	- Have students combine sets of sentences into one sentence by listing items in a series. EXAMPLE: June is a summer month. July is a summer month. August is a summer month. June, July, and August are summer months. (combined sentence) Sandra invited Margaret to the shower. Sandra invited Susan to the shower. Sandra invited Ellena to the shower. Sandra invited Margaret, Susan, and Ellena to the shower. (combined sentence)	10

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GENERAL OBJECTIVE: The learner will demonstrate an understanding of sentence patterns and the appropriate use of diction, style and parallelism in writing sentences.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. recognize the subject/verb sentence pattern.	- Review with students different arrangements of sentences. Use declarative, interrogative, exclamatory and imperative sentences to demonstrate the subject/verb pattern. Have students identify the subject and predicate of each sentence. EXAMPLE: George played the lottery yesterday. — Subject: George — Predicate: played Did George play the lottery yesterday? — Subject: George — Predicate: did play George won the lottery! — Subject: George — Predicate: won Play the lottery. — Subject: (You) — Predicate: play - Have students identify the subject and predicate, then determine if the sentence has a descriptive phrase or an adverb. EXAMPLE: The car stalled at the intersection. — Subj.: car — Pred.: stalled — Adverb/Phrase: at the intersection The car stalled suddenly. — Subj.: car — Pred.: stalled — Adverb/Phrase: suddenly Without warning the car stalled. — Subj.: car — Pred.: stalled — Adverb/Phrase: without warning	1, 2
b. recognize the subject/verb/direct object sentence pattern.	- Define the direct object as a noun or pronoun that answers the question "Who?" or "What?" after an action verb. - Have students identify the subject and predicate, then ask "who" or "what" receives the action to determine the direct object.	3

Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	EXAMPLE: Lionel taught his wife to drive. — Subj.: Lionel; Pred.: taught; Direct Obj.: (who?) wife Alexander Graham Bell invented the telephone. — Subj.: A.G. Bell; Pred.: invented; Direct Obj.: (what?) telephone	
c. recognize the subject/verb/indirect object/direct object sentence pattern.	- Have students identify the subject, predicate and direct object. Then using only the direct object, ask "who" or "what" receives the direct object. The answer is the indirect object. - Using the four column form, have students put the direct objects in the fourth column and the indirect objects in the third column. EXAMPLE: The next day the manager bought the new secretary a dictionary. Subj.: manager; Pred.: bought; Indirect Object: secretary; Direct Object: dictionary manager bought who? or what? = dictionary (direct object) Who received the dictionary? = secretary (indirect object)	4
d. recognize the subject/verb/predicate nominative sentence pattern.	- Define the predicate nominative as a noun or pronoun that follows a linking verb and renames the subject. The sentence is often "reversible" - whatever is first is the subject, whatever comes after the predicate is the predicate nominative. Some linking verbs are: am, are, is, were, been, looks, seems, becomes, tastes, grows, was EXAMPLE: Mark and John were the co-pilots. — Subj.: Mark and John; Pred.: were; Pred. Nominative: co-pilots The co-pilots were Mark and John. — Subj.: Co-pilots; Pred.: were; Pred. Nominative: Mark and John	5

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Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	They were the co-pilots. — Subj.: They; Pred.: were; Pred. Nominative: co-pilots The co-pilots were they. — Subj.: Co-pilots; Pred.: were; Pred. Nominative: they - Some predicate nominatives are "irreversible" but still rename the subject. EXAMPLE: Jackie and Janice became close friends. — Subj.: Jackie and Janice; Pred.: became; Pred. Nominative: friends You should become an artist. — Subj.: You; Pred.: should become; Pred. Nominative: artist	
e. recognize the subject/verb/predicate adjective sentence pattern.	- Define the predicate adjective as a word that follows a linking verb and describes the subject. NOTE: A predicate adjective is being used if the verb does not indicate visible action. EXAMPLE: After a long, hard day, Carol still looked energetic. (predicate adj.) In the above sentence, looked does not show subject acting. The word energetic describes Carol. EXAMPLE: Carol looked at Mark. The word looked shows subject "doing" an action -no adjective. NOTE: One way to check to see if a predicate adjective is being used is to substitute the word "seems" for the verb.	6
f. review the five sentence patterns.	Review the five sentence patterns with students. - Make a set of noun cards, verb cards and adjective cards. Divide students into pairs. Have one student make a sentence using the words from the cards and have the other student identify the sentence pattern. - Have students call out sentences, write them on the board, and then have members of the class identify the kind of sentence a student contributed and identify the sentence pattern.	314

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective f continued	- Divide class into small groups. Give them paragraphs from short stories or passages and have them identify the kinds of sentences and sentence patterns. Use 700 level reading materials.	
g. recognize usage and style problems in sentences.	Word Usage - Have students use dictionaries to find definitions for commonly confused words such as: accept, except; amount, number; besides, beside; between, among; bring, take; good, well; rise, raise; etc. - Give students cards with commonly confused words. Organize class into two teams and have each student make a sentence using the word on the card. Whenever a word is used incorrectly the opposing team receives a point. The winner is the team with the most points. If homonyms are used, students must spell the word.	7, 8
	Double Negatives - Have students identify double negatives in sentences where two or more negative words are used and one is sufficient. Some negative words are no, not, none, never, nothing, hardly, and scarcely. - Have students rewrite sentences correcting the double negatives. EXAMPLE: Wrong I didn't hear nothing. Right I didn't hear anything. or I heard nothing.	9
	Parallel Structure - Discuss parallel structure in terms of matching words or phrases according to form. The rule of thumb in English is that nouns must be matched with nouns, infinitives with infinitives, and phrases with phrases. Remind students to look out for parallel structure whenever 1. making a list 2. comparing or contrasting 3. using connecting words	10
315	- Read the following sentences aloud to the students. Have them change any words or phrases that seem to be out of rhythm with the rest of the sentence by making any non-parallel constructions parallel. Then re-read the sentences asking students to note how well the words seem to flow.	316

Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective g continued	EXAMPLE: Incorrect 1. Jogging and to exercise are healthy activities. 2. Jackie scored high on the mathematics test, but she was scoring low on the reading test. 3. Skiing, skating, ice fishing, and to snowmobile make the winter season fun. Correct 1. Jogging and exercising are healthy activities. 2. Jackie scored high on the mathematics test, but she scored low on the reading test. 3. Skiing, skating, ice fishing, and snowmobiling make the winter season fun. - Modification - Explain to students that modifiers qualify, limit or supply additional information to words. Because modifiers are used to make meanings clearer and more definite, they must be placed close to the word they modify. - Give students several "teacher-made" newspaper headlines with misplaced modifiers. Have them correct the headlines. EXAMPLE: 1. Plane Hijacked by Terrorists in Flight (Terrorists can't fly.) Clearer: Plane in Flight Hijacked by Terrorists 2. Baby Found Safe After Missing (Is the safe missing?) Clearer: Missing Baby was Found Safe 3. Strikers Confront Police with Picket Signs (Were the police carrying picket signs?) Clearer: Strikers with Picket Signs Confront Police -Have students correct sentences that have "misplaced modifiers."	11

GENERAL OBJECTIVE: The learner will demonstrate an understanding of phrases, and dependent and independent clauses. The learner will also demonstrate the ability to write sentences with clear expression and logical coordination and subordination of ideas using appropriate punctuation.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. identify independent clauses as simple sentences.	Simple Sentence = One Independent Clause - Define an independent clause as a group of words containing a subject and predicate that express a complete thought. Note: It might help some students to identify the subject and predicate, then check to see if the group of words makes sense (expresses a complete thought). - Have students punctuate the four types of simple sentences (declarative, interrogative, imperative, and exclamatory) and write none if the group of words does not express a complete thought. EXAMPLE: 1. Which plan will work ? 2. Oh, the closet shelf just fell down ! 3. My mother-in-law is moving out of town . (When in doubt about whether a sentence is declarative or exclamatory, always use a period - exclamatory sentences should be obvious.) 4. Went on a shopping trip none 5. Mrs. Mendez, my new neighbor none	1
b. form compound sentences by combining independent clauses.	Compound Sentence = Independent Clause + Independent Clause Punctuation Note: There are only four ways to combine two independent clauses; any other punctuation is incorrect.	2, 3, 4

ENGLISH 703

Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued		

Rule 1. [independent clause] , and [independent clause] .

EXAMPLE: Tom wanted to stay at the party, but Lena wanted to leave.

Short connecting words (and, but, or, nor, for, so, yet) need a comma in front of the connecting word.

Rule 2. [independent clause] ; therefore, [independent clause] .

EXAMPLE: Tom wanted to stay at the party; however, Lena wanted to leave.

Longer connecting words or phrases need a semicolon (;) in front and a comma (,) after the connector.

Some longer connecting words and phrases are:

besides	consequently	otherwise	accordingly
moreover	for example	meanwhile	by the way
in fact	nevertheless	furthermore	in addition
however	therefore	as a result	on the other hand

Rule 3. [independent clause] ; [independent clause] .

EXAMPLE: Tom wanted to stay at the party; Lena wanted to leave.

If no connecting word is used, a semicolon (;) is needed to separate clauses.

Rule 4. [independent clause with commas] ; and [independent clause] .
[independent clause] ; and [independent clause with commas] .

EXAMPLE: Tom, Carol, and Martha wanted to stay at the party; but Lena wanted to leave.

Tom wanted to stay at the party; but Lena, Carol, and Martha wanted to leave.

When commas are used in either clause, a semicolon (;) is used before the connecting word to separate clauses.

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Have students correctly punctuate compound sentences applying the four kinds of punctuation with given connectors. EXAMPLE: Anita was moving; therefore, we were planning a farewell party. (therefore) Anita was moving, and we were planning a farewell party. (and) Anita was moving ; we were planning a farewell party. (no connecting word) Anita was moving; and Carol, Julie, and I were planning a farewell party. (and) - Have students write an appropriate connector and punctuate compound sentences. EXAMPLE: I shopped all day; however, I didn't buy much.	
c. form compound sentences by coordinating ideas.	- Give two related sentences, have students combine them two different ways using appropriate connecting words and punctuation. EXAMPLE: I wanted to leave early. I was delayed. A. I wanted to leave early, but I was delayed. B. I wanted to leave early; however, I was delayed.	5

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
d. form complex sentences by combining dependent and independent clauses.	Complex Sentence = One Dependent Clause + One Independent Clause - Have students define clauses as groups of words that contain a subject and a predicate but do not express a complete thought. Some words that introduce dependent clauses are: after, although, because, before, if, since, though, unless, until, when, whether, while, that, who, which Rule 1. [dependent clause] , [independent clause] . EXAMPLE: While I was waiting for the bus, it started to rain. When a dependent clause introduces the sentence, it needs a comma. Rule 2. [independent clause] [dependent clause] . EXAMPLE: It started to rain while I was waiting for the bus. When an independent clause introduces the sentence, followed by a dependent clause, no punctuation is needed. - Have students underline the dependent clauses, using commas where necessary, in complex sentences. EXAMPLE: Because the bus was early, we missed it. We were not ready for work when we left this morning. Before I can give you my camera, I must show you how to use it.	6, 7, 8

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Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
e. form complex sentences by subordinating ideas.	- Given two related sentences have students subordinate one to form a complex sentence using appropriate transition words and punctuation. EXAMPLE: The little girl is crying. She is lost. or: The little girl is crying because she is lost. Because she is lost, the little girl is crying.	9
f. recognize simple, compound, and complex sentences.	- Have students identify sentences as simple, compound, or complex. Simple sentence = One Independent Clause Compound sentence = Independent Clause + Independent Clause Complex sentence = Independent Clause + Dependent Clause EXAMPLE: Identify sentencs by writing the appropriate letter in front of each sentence. S = simple, C = compound, X = complex S 1. It's raining today. C 2. It's thundering and lightning, and my children are frightened. X 3. Because lightning hit a power line, there is no electricity.	10
g. distinguish between prepositional phrases and dependent clauses in sentences.	- Have students identify underlined groups of words as phrases or dependent clauses in sentences. EXAMPLE: When winter comes, we'll go skiing. dependent clause In the winter we'll go skiing. phrase NOTE: A dependent clause must contain a subject and a predicate.	11

Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
h. distinguish between fragments and complete sentences.	- Fragments are incomplete sentences because they are: 1. missing subjects 2. missing predicates 3. phrases punctuated as sentences 4. dependent clauses punctuated as sentences - Have students identify complete and incomplete sentences in a given list of fragments and complete sentences. EXAMPLE: Write I if the group of words is a fragment; write C if the group of words is a complete sentence. I 1. Whenever I go shopping. I 2. Rested after the long trip. I 3. Julio, the most talented man I know. I 4. Running along the street. C 5. If the pipes freeze, they will crack.	12
i. identify and correct run-on sentences.	- Run-on sentences are two or more independent clauses incorrectly punctuated. Have students identify run-on sentences and choose the appropriate correction. EXAMPLE: William Gill has been elected senator and he will move to Washington this month. A. William Gill has been elected senator, therefore he will move to Washington this month. B. William Gill has been elected senator; however he will move to Washington this month. (C.) William Gill has been elected senator; therefore, he will move to Washington this month. D. No change	13

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Punctuation j. use appropriate end punctuation for the four types of sentences.	- Have students review end punctuation when the concept is presented in identifying the simple sentence. (Objective a) Declarative Sentence: states facts, explains, describes, etc. Use a period (.) EXAMPLE: Andy is a very handsome man. Interrogative Sentence: asks a question. Use a question mark (?) EXAMPLE: Does Andy work hard? Exclamatory Sentence: expresses strong emotion. Use an exclamation mark (!) EXAMPLE: Andy is terrific! Imperative Sentence: expresses a request or command. Use a period (.) EXAMPLE: Share your secret for success. Andy, share your secret for success.	

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GENERAL OBJECTIVE: The learner will demonstrate an understanding of outlining and description and definition paragraph forms. The learner will also be able to write description and definition paragraphs using correct sentence structure and transitions.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. identify general topics for specific items.	- Have students identify a general topic (an abstract category) for specific items. EXAMPLE: Types of Lodging 1. inns 2. motels 3. hotels 4. cottages	1
b. identify specific items for general topics.	- Have students group specific items from a given list under general topics. EXAMPLE: List: beans, watermelon, squash, oranges, pears, corn, apples, peas I. Vegetables: A. corn B. peas C. beans D. squash II. Fruit: A. pears B. apples C. watermelon D. oranges	2
c. identify specific items which do not fit within a general topic.	- Have students look at topic headings. Have them identify the one item which does not fit, cross it out, and place it under the correct category. EXAMPLE: I. Fruit: A. apples B. strawberries C. cherries D. ~~beans~~ E. bananas II. Vegetables: A. corn B. squash C. ~~bananas~~ D. peas E. beans	3

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- The word beans does not fit under the category fruit, so it is crossed out and written on the line marked E under vegetables. The word bananas is crossed out in the category vegetables and placed on line E under fruit.	
d. identify subheadings for the main headings in a sentence outline.	- Have students place given sentences under main headings that are listed. Include sentences that do not belong under any one of the given main headings. EXAMPLE: 1. Read all the consumer magazines. 2. See all the latest movies. 3. Read all the mileage reports. 4. Read all about safety standards. Buying a Car I. Reading about the different cars before you buy. A. Read all the consumer magazines. B. Read all the mileage reports. C. Read all about safety standards.	4
e. complete a topic outline for a reading passage.	- Have students read a passage, then complete a topic outline for the parts that are missing. Rules for Topic Outlines 1. Main headings begin at the left hand margin. I. _____ 2. Subheadings are indented. A. _____ B. _____	5, 6

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective e continued	3. Main headings are given Roman numerals followed by periods. 4. Subheadings are given capital letters followed by periods. 5. Details for subheadings are numbers followed by periods. 6. Topic outlines always begin with a capital letter but do not end with a period. 7. There must always be at least two of a kind. If there is Roman numeral I then there must be Roman numeral II. If there is an A then there must be a B. If there is a 1 there must be a 2. II. _____ A. _____ B. _____ 1. _____ 2. _____ III. _____ A. _____ B. _____ 1. _____ 2. _____ a. _____ b. _____	
f. identify parts of a paragraph: the topic sentence, the developmental sentences, and the concluding sentence.	- Have the students underline the topic sentence and the concluding sentence in each paragraph. Next have them identify the words and phrases that support the two sentences. See if they can generate additional words and phrases of their own that would also apply. Additional passages may be found in reading exercises, magazine articles or news articles.	7

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective f continued	EXAMPLE: The famous wagon train was full of activity. The wagon master gave directions to his men on horseback. Other men marched in front of the wagons leading teams of horses. Women sat on the benches holding the reins. Young children sat in the back of the Conestoga wagons so that they would be out of the rays of the burning sun. Older children herded the small animals along. Wagon after wagon the settlers wound their way west through the valley. Some developmental sentences that support the main idea are: a. Men marched in front of the wagons leading teams of horses. b. Women sat on the benches holding the reins. c. Older children herded the small animals along.	
g. identify paragraph structure when the topic sentence is at the beginning, middle, or end of the paragraph; and identify information that is stated or implied in the paragraph.	- Give students a variety of paragraphs in which the topic sentence is at the beginning, middle, or the end. Have the students read through each paragraph. Next have them underline the topic sentence. Finally, have them check statements that contain information that was either given or implied in the paragraph. EXAMPLE: The glass in the shop windows was sparkling. The counter was glittering with new watches and jewelry. The rugs were plush. Even the clock chimed with elegance. The new jewelry store was ready for its opening day. Welcoming signs were hung. Freshly-brewed coffee steamed beside the warm doughnuts. The new owner waited in anticipation for the clock to strike nine. ___ a. It was opening day for a new restaurant. ✓ b. Someone had recently washed the windows. ✓ c. The customers would get fresh coffee and doughnuts. ___ d. The store was clean but poorly furnished.	8

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
h. identify paragraph structure when the topic sentence is implied and identify supporting details.	- Have the students read the paragraph. Next have them select the implied topic sentence from four alternatives. If they have difficulty selecting the correct alternative, they should read the first and last sentence. Then they should choose the alternative which best includes both ideas. Next have students determine what information was given in the paragraph by eliminating a statement that was not given. EXAMPLE: The wind grew cold as the last of the children marched down the path toward the school building. The path was well worn by generations of kids cutting through the empty lot. The path wound around the eternally decaying building to the alley behind the school. The path was mud-packed in the fall, knee deep in snow in the winter, and muddy in the spring. The trash that collected there changed too. Autumn leaves camouflaged the cans and bottles. Winter snows made them beautiful until spring rain revealed them once again. Once a year the path would be cleaned only to make room for the next layer of candy wrappers and beer cans. 1. The statement that best summarizes this paragraph is: a. The seasons change. (b.) The path changed with the seasons. c. The trash that collected there changed. d. Spring rains revealed the trash once again. 2. All of the following information was in the paragraph except: a. Young children would take short cuts through the empty lot. b. The empty lot was close to the school. (c.) The empty lot was never cleaned. d. The lot had been empty for years.	9

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
i. identify paragraphs with description as the purpose.	- Have the students bring in pictures of objects to describe in class. Have them identify the object being described. Then list the words, phrases, or clues which describe it. - Have the students bring in additional paragraphs from books, magazines, or newspapers using description. EXAMPLE: Paint peeled off the wooden boards of the porch revealing four shades of faded blue. The railing wobbled in the wind and the third step gaped open. Three broken flower pots sat wearily on the edge of the porch with dried geraniums leaning sadly over the crusted soil. SUBJECT BEING DESCRIBED: Porch DESCRIPTION: a. peeled paint revealing four shades of faded blue b. railing wobbling in the wind c. third step gaping open d. broken flower pots on the edge of the porch	10
j. develop paragraphs with description as the purpose.	- Have the students generate topics which can be described. For example, they can use streets, buildings, articles, food, transporation, or pictures from newspapers or magazines. Once they have identified topics, have them begin listing all the words phrases and clauses which would describe their topic. Then, have them put these descriptions into sentence form. Pair students off. Let them read their sentences to each other and make revisions.	10

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective j continued	Help them evaluate the sentences for structure and usage. Finally, have the students combine the sentences into paragraphs making certain they are aware of the paragraph construction and transitions.	
k. identify paragraphs with definition as the purpose.	- Have students read paragraphs and identify the topic that is being defined. Have them list sentences, phrases, or words used to define it. Additional definition paragraphs may be found in newspapers or magazine articles which elaborate on some new concept, in encyclopedias and in many textbooks. EXAMPLE: A curriculum is a guide which directs the order of the lessons presented in a classroom. A curriculum should introduce simple ideas first and complex ones next. It should proceed from concrete ideas to abstract ones. A curriculum should include learning objectives and sample lessons. It should recommend texts to supplement the lessons. In addition, it should recommend possible methods for teaching the lessons. SUBJECT BEING DEFINED: CURRICULUM DETAILS USED TO DEFINE THE SUBJECT: a. guide which directs the order in which materials are presented in a classroom b. ideas are introduced from simple to complex ones c. contains learning objectives, sample lessons, texts	11
l. develop paragraphs with definition as the purpose.	- Have the students generate topics which need definition. For example, they can choose scientific terminology or social studies terminology. They can also define careers or specific jobs they have or want to hold.	11

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective 1 continued	- Once they have identified the topic, have them develop a one sentence definition for it. Next, have them list qualities or examples that belong to the topic. Make sure that there are enough qualities or examples to explain it to a person who has never seen or heard of it before. Next have them put the examples and qualities in sentence form. Pair students off and let them read their sentences to each other to revise and refine them. Finally, have them put their sentences into paragraph form. Each student's final paragraph should apply sentence structure concepts to paragraph organization, logical arrangement of details, and appropriate transition between sentences.	

GENERAL OBJECTIVE: The learner will be able to identify and develop sequence paragraphs and cause and effect paragraphs. The learner will also be able to identify and write formal and informal letters.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. identify and use chronological order.	- Have students list activities that are usually done in order, using words that indicate sequence in time (e.g., first, second, third, next, until, when, suddenly, afterwards, then, meanwhile, before, after). EXAMPLE: Sewing First, select a pattern and material Second, lay out the pattern Third, cut the material Fourth, pin the pieces together Fifth, sew the pieces together Sewing Start by selecting a pattern and material Next, lay out the pattern Then, cut the material Afterwards, pin the pieces together Finally, sew the pieces together - Have students read sentences which contain chronological sequence and identify the action that came first. EXAMPLE: The man stirred the paint before he began painting. Did the man begin painting before or after he stirred the paint? Answer: After - Have students identify various activities which must be done in logical steps to be completed. Have them discuss why one step must follow another. EXAMPLE: 1. Finding a book in the library 2. Changing a tire 3. Obtaining a driver's license	1, 2

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	- Have students logically sequence a list of activities and then identify the activity. EXAMPLE: Cooking 4. serve the food 2. find the ingredients 1. read the recipe 3. prepare the food	
b. identify and develop paragraphs using chronological order.	- Have students identify words that indicate sequence of events in paragraphs. EXAMPLE: Ted wanted to plan a special evening for his girlfriend. First, he ordered flowers to be delivered just before their date. Second, he made reservations at their favorite restaurant. Next, he reserved a horse and buggy ride through Lincoln Park. Meanwhile, he kept calling the jeweler to see if the ring was ready. He had decided that this was the night he would ask her to marry him. - List a series of events on the board, then have students add words which identify the order in which the events take place. EXAMPLE: First, make out weekly grocery shopping list Next, check magazines and newspapers for coupons Then, read all the ads for specials at the different stores Afterwards, make a list of the best buys at each store Finally, determine which store or stores have the best buys for the week's grocery needs	2

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Have students list activities that they've completed for one day, then rewrite them in paragraph form. - Have students list activities that are usually done in order such as: Preparing for Work, Packing for a Trip, Applying for a Job, Shopping for Food, Moving into a New Apartment, etc. Then have students choose one of the activities to develop a paragraph. When the paragraph is completed let the students read their paragraph out loud to another student to see if their partner can identify the sequence of events. All paragraphs should apply sentence structure concepts to paragraph organization, and have logical arrangement of details, and appropriate transitions. A completed paragraph should be evaluated on: 1. Unity of topic 2. No run-on sentences 3. No fragments 4. Appropriate capitalization and punctuation 5. No spelling errors The number of additional paragraphs assigned to the student is left to the discretion of the teacher.	
c. identify sequence of spatial order.	- Have students identify people or objects according to their location. Some transition words for spatial relationships are: next to, near, far, beyond, right, left, up, down, on, in, out, before, at, etc. EXAMPLE: the secretary in the next office, a neighbor's house, a bedroom suite in a department store, etc.	3

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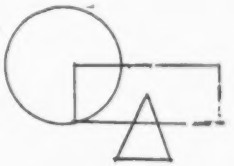
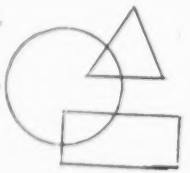
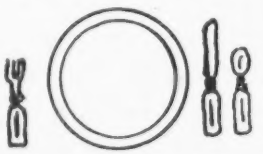
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- Divide students into pairs. Have partners sit back to back. Give the first partner picture A and have him describe it to the other partner who will draw it. After five minutes let them compare pictures. Reverse positions giving the second partner picture B to describe, etc. EXAMPLE: Picture A:  Picture B:  - Have students read short paragraphs which contain sequence in spatial relationships. Have them draw the objects and list them in a specified order. EXAMPLE: The knife was on the right of the plate. The spoon was to the right of the knife. The fork was on the opposite side of the plate. List the tableware from left to right.  1. fork 2. plate 3. knife 4. spoon	
d. develop paragraphs using spatial order.	- Have students describe pictures pointing out various objects and discussing how they relate to one another spatially. Help them clearly use spatial relationship words as they describe the pictures. Use newspapers, magazines, and personal or students' photographs. - Give students a map and have them write a paragraph giving directions from one place to another. Express the importance of using appropriate transition words which emphasize spatial relationships.	3

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
e. identify cause and effect relationships.	- Have students identify incidents they feel were caused by something else. Make a list on the board with a cause column and an effect column. NOTE: Discuss the possibility that the effect for one problem could be the cause of another like a chain reaction. Some clue words for cause and effect statements are: consequently, as a consequence, so, it follows that, for this reason, as a result, thus, and therefore. - Have students list possible causes for effects: EXAMPLE: 1. Faulty wiring 2. Oil too hot on a stove > could cause a fire. 3. Lightning - Have students list possible effects from a cause: EXAMPLE: The blizzard came so suddenly, it resulted in _____. (stalled cars, stranded motorist)	4
f. identify and develop paragraphs using cause and effect.	- Have students read cause and effect paragraphs, circle the transition words for cause and effect, then identify the cause and effect. - 1. Have the students identify a cause and the effect of that cause. 2. Have them generate all the possible words, phrases, and clauses that could describe both the cause and the effect. 3. Have them put the descriptions into sentence form. 4. Pair students off. Let them read their sentences to each other. Allow them time to make revisions and ask questions. 5. When the sentences are written and grammatically correct, have the students put them in paragraph form.	5

Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
g. identify the parts of an informal letter.	-Have students examine the parts of an informal letter. Discuss them in terms of what the reader needs to know. 1. Who sent it? (signature) 3. Who received it? (salutation) 2. When? (date in heading) 4. What needs to be told? (body) HEADING: The heading identifies from where the letter is sent. It consists of at least three lines: the return address; city, state, and zip code; and the date the letter was written. SALUTATION: The salutation indicates the beginning of the letter. The most common form is Dear, although other forms are acceptable (Hi,). Salutations always end with a comma. The first word, the name of the person, and titles are capitalized (My dear Sara,). CLOSING: The closing indicates the end of the letter. The common terms are Yours truly, or Sincerely yours, although other forms may be Always, Love, etc. Only the first word of the closing is capitalized and it is followed by a comma. SIGNATURE: The signature is the last part of an informal letter. If the letter is addressed to a person the writer knows well, a first name is sufficient. If there is any doubt that the person receiving the letter might not know the writer, then a full name should be included. -Have students read an informal letter, then identify the different parts by writing the title in the blanks.	6

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective g continued	EXAMPLE: 2. Salutation is always followed by a comma. 3. Body is written in paragraph form.	1. Heading includes return address and today's date. 4. Closing is always followed by a comma. 5. Signature
h. develop informal letters.	- Have the students write a thank you letter to a person in a personnel department thanking him for interviewing the student for a job. The student should indicate the type of job and the date of the interview. Make sure that the student has included all five parts of an informal letter including a heading, salutation, body, closing, and full signature.	6

3951 S. Michigan
Chicago, Illinois 60606
January 15, 1983

Dear Carol,

Thank you for the great sweater. I can tell you made it yourself because one arm is longer than the other. That's okay. I just roll up the sleeves so nobody can tell. The neckline is a little tight, but as long as I can breathe I don't mind. How did you know lime green and purple are my favorite colors? I can tell you put a lot of love in making it. Thanks again.

Sincerely,

Ken

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective h continued	- In the body of the letter all paragraphs should apply sentence structure concepts to paragraph organization, and include logical arrangement of details, and appropriate transitions. The mechanical aspects of their letter should be evaluated on: 1. unity 2. no run-on sentences 3. no fragments 4. appropriate capitalization and punctuation 5. no spelling errors	
i. identify errors in punctuation and capitalization in various parts of an infomal letter.	- Have students identify errors in punctuation, capitalization and order in examples of headings, salutations and closings. EXAMPLE: WRONG Yours Truly, RIGHT Yours truly,	7
j. identify the parts of a business letter, letter style and punctuation style.	There are three styles for the layout of a business letter. 1. Block Style a. All parts of the letter are aligned on the left hand margin. b. The paragraphs are not indented. c. A line is skipped between each part of the letter and between paragraphs. 2. Modified Block Style a. The heading, closing, and signature align with the center of the paper. b. All other parts of the letter align with the left hand margin. c. Paragraphs are not indented. Lines are skipped between parts of the letter and between paragraphs.	8

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective j continued	3. AMS Simplified Style a. All parts of the letter align with the left hand margin. b. Omit the salutation and closing. c. Add a subject line which gives the topic of the letter. This is typed in all capitals. d. The signature is typed in all capitals. There are two punctuation styles for a business letter. 1. Open punctuation: there is no punctuation following the salutation or complimentary closing. 2. Mixed punctuation: a colon follows the salutation and a comma follows the complimentary closing. PARTS OF A BUSINESS LETTER Heading: The heading includes return address and today's date. The heading is eliminated if the person is using stationery with a letterhead. In that case only the date is used. Inside Address: This is the complete address (as seen on the envelope) of the person who is receiving the letter. There are no punctuation marks at the end of each line. Salutation: Is used only in Block Style and Modified Block Style letters. It is generally acceptable to use Dear Sir, Dear Madam, Gentlemen, or Ladies . If you know the name use Mr. for men, Miss for single women, Mrs. for married women, or Ms. for women whose marital status is unknown. In open punctuation there is no punctuation after the salutation. In mixed punctuation there is a colon after the salutation. Subject line: This is used in AMS Simplified Style. It replaces the salutation and is typed in all capital letters. It should be a short description of the entire letter. Body: Business letters should be short and to the point. They should include all necessary information such as specific names, titles, dates, or sequence of events.	

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective j continued	Closing: In Block and Modified Block the closing is formal. Yours truly, or Sincerely yours, are acceptable. In open punctuation there is no comma following the closing. In closed punctuation there is a comma following the closing. There is no closing in AMS Simplified Style. Signature: In Modified Block and Block Style this is the handwritten full name. This is omitted in AMS Simplified Style. Typed Name: In Block Style and Modified Block the name is typed with capitals and smalls, underneath the signature. If this is a letter written in relationship to a job, then the person's job title should be typed underneath. In AMS Simplified the name is typed in capital letters. If it's necessary to include job position then a comma is typed after the name and the title is typed right after it on the same line.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective j continued	- EXAMPLE: Block Style, Open Punctuation	

Heading	62 N. Michigan Avenue Chicago, Illinois 60601 November 12, 1983
Inside Address	Mr. Frank Adamowski Transcontinental Press 1005 Fifth Avenue New York, New York 10017
Salutation (no colon)	Dear Mr. Adamowski
Body (no paragraph indentation)	I would like to order 4 copies of the book How to Surf on Lake Michigan. The cost of the book is $4.35. The total bill is $17.40. I am enclosing $2.00 for postage and handling.
Closing (no comma)	Sincerely yours
Signature	Carol S. Parker
Printed Name	Carol S. Parker

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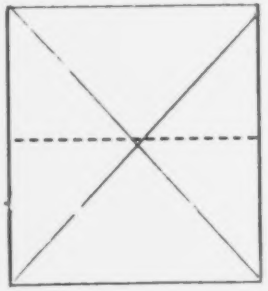
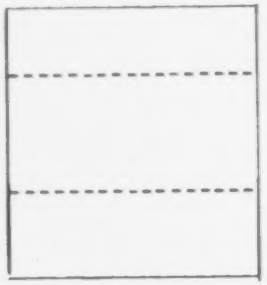
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective j continued	Business letters are always folded in thirds. The bottom third is folded over the body of the letter first, then the top third is folded over the bottom third. It is then placed in a business sized envelope.	



Wrong



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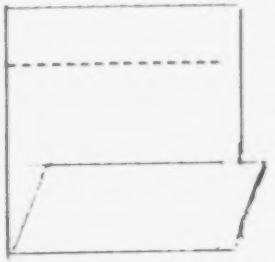

(2)

(3)

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective j continued	EXAMPLE: Modified Block Style, Mixed Punctuation	

62 N. Michigan Avenue
Chicago, Illinois 60601
November 12, 1983

Heading

Inside address

Mr. Frank Adamowski
Transcontinental Press
100 S. Fifth Avenue
New York, New York 10017

Salutation (includes colon)

Dear Mr. Adamowski:

Body

I would like to purchase 4 copies of How to Surf on Lake Michigan. The cost of the book is $4.35. The total bill is $17.40. I am enclosing $2.00 for postage and handling.

Closing (includes comma)

Sincerely yours,

Signature

Carol S. Parker

Printed Name

Carol S. Parker

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective j continued	EXAMPLE: AMS Simplified Style, Open Punctuation	

Heading	62 N. Michigan Avenue Chicago, Illinois 60601 November 12, 1983
Inside Address	Mr. Frank Adamowski Transcontinental Press 1005 Fifth Avenue New York, New York 10017
Subject Line (all capitals)	BOOK ORDER
Body (no indentation)	I would like to purchase 4 copies of How to Surf on Lake Michigan. The cost of the book is $4.35. The total bill is $17.40. I am enclosing $2.00 for postage and handling.
Name (all capitals)	CAROL S. PARKER

k. develop formal business letters.	1. Have students identify a consumer problem such as a broken appliance. Let it be the kind of situation in which the store where they purchased the item is not giving them any satisfaction. So, they have decided to write the consumer department of the manufacturer.	8 375

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective k continued	2. Have the students list in chronological order the exact sequence of events which led to the problem. Have them include all the important facts such as: a. purchase date b. when the problem developed c. conversation dates with the store personnel d. results of the store conversations. 3. Have the students identify what they think would be the appropriate solution to the problem. 4. Have the students check the sentences to make sure that the problem is objectively and not emotionally stated. Within this letter the students should clearly relate both cause and effect and chronological sequence. The students should apply sentence structure and style concepts to paragraph writing. The mechanics of the letter should be judged on the following: 1. no fragments and run-ons 2. appropriate capitalization and punctuation 3. no spelling errors 4. all the parts of a formal business letter put into correct form 5. correctly folding the letter The number of additional business letters assigned to the students is left to the discretion of the teacher.	

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GENERAL OBJECTIVE: The learner will demonstrate an understanding of usage and style problems related to the parts of speech as well as to sentence structure, and all concepts in 701 through 803. The learner will also demonstrate the ability to apply these concepts to paragraph organization and development.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. recognize and punctuate nouns in direct address.	- Define a noun in direct address as the name of the person being spoken to in sentences. Demonstrate how commas are used to separate a noun in direct address from the rest of the sentence. EXAMPLE: I wanted to know, Maria, if you'll finish the project by Friday. - Give students a list of nouns to use in direct address in sentences. Students can either make up sentences orally or divide into groups to write sentences. EXAMPLE: Mr. Adams / aunt / doctor / ladies and gentlemen / officer / driver / Susan / Alderman Jones	1
b. recognize and punctuate appositives in sentences.	- Define an appositive as a group of words which rename, identify, or explain the noun or pronoun directly preceding it. Demonstrate how commas are used to separate an appositive from the rest of the sentence. EXAMPLE: My bank, the First National, has just raised its interest rates. - Have students combine pairs of sentences into one sentence to show apposition. EXAMPLE: Margo Farber gave me some advice. Margo Farber is a beauty consultant. Margo Farber, a beauty consultant, gave me some advice. (apposition) Mr. Richard's lawyer won the case. Mr. Richard's lawyer is a hard worker. Mr. Richard's lawyer, a hard worker, won the case. (apposition)	2

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
c. identify and punctuate direct and indirect quotations.	- Define a direct quotation as the speaker's exact words. Rules for direct quotations that begin or end a sentence. 1. Begin a direct sentence quotation with a capital letter. 2. Use a comma to set off the quotation from the rest of the sentence. 3. Use quotation marks around the direct words of the speaker. 4. Use appropriate punctuation at the end of the sentence. EXAMPLE: "You should take my car," said Janice. Janice said, "You should take my car." Rules for direct quotations that are broken into two parts. 1. Begin the first part of the quotation with a capital letter. 2. Begin the second part of the quotation with a small letter. 3. Use commas to set off the quotation from the rest of the sentence. 4. Use two sets of quotation marks each time the speaker's exact words are quoted. 5. Use appropriate punctuation at the end of the sentence. EXAMPLE: "You should," suggested Janice, "take my car." Note: Commas and periods are always placed inside the quotation marks whether they belong to the quotation or not. Question marks and exclamation points are placed inside the quotes if they belong with the quotation or outside the quotes if they belong to the sentence as a whole. - Have students punctuate direct quotations in sentences. EXAMPLE: "You should use may car," said Janice. "Are you," Anita asked, "working late tomorrow?" Did she really say, "I'm leaving tomorrow"?	3, 4

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	- Define an indirect quotation as a restatement of what someone said which is not in his or her exact words. Quotation marks are not used. - Have students distinguish between direct and indirect quotations. EXAMPLE: I heard Emily say that she was looking for work. (indirect quotation) I heard Emily say, "I'm looking for work." (direct quotation) - Have students role-play job interviews. Write titles of the jobs on cards. 1. Ask for an even number of students to volunteer. 2. Half of those students should be the "job seekers." They should choose a card for the job they'll be interviewed for. The other half should be the "interviewers." The rest of the students should critique each interview and be "reporters." 3. Have the "interviewers" ask questions such as the following: a) Can you tell me a little about yourself? b) What are your qualifications for this job? c) What do you feel are your strengths and weaknesses? etc. 4. Have the "reporters" write at least one direct quotation for each question asked by the "interviewers."	
d. recognize subjects, predicates and complements in sentences.	- Review identification of subjects, predicates, and complements in sentences; then give students sentences in which they must identify them. EXAMPLE: The government of France gave the United States the Statue of Liberty. Subject Verb Indirect Obj. Direct Obj. - Have students identify underlined words as predicate adjectives or predicate nominatives. EXAMPLE: Our meal at the restaurant was very expensive. (predicate adj.) The Prestons had been our neighbors for ten years. (predicate nom.)	5, 6

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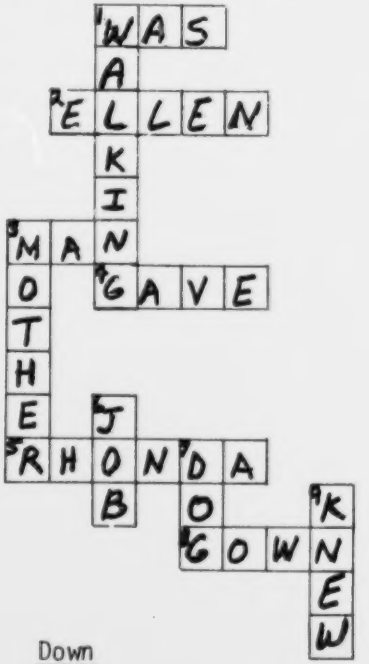
Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	- Have students complete a crossword puzzle by identifying the subject, predicate, and objects of a set of sentences.	

EXAMPLE:
1. The elderly man was walking his dog in the park.
2. Rhonda knew her job well.
3. Mother gave Ellen her wedding gown.



Across

1. The helping verb in the first sentence.
2. The indirect object in the third sentence.
3. The subject of the first sentence.
4. The verb in the third sentence.
5. The subject of the second sentence.
8. The direct object of the third sentence.

Down

1. The main verb in the first sentence.
3. The subject of the third sentence.
6. The direct object of the second sentence.
7. The direct object of the first sentence.
9. The verb in the second sentence.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
e. recognize and use subject/verb agreement and pronoun antecedent agreement.	- Have students in pairs or groups attempt to list in their own words the various subject/verb agreement rules. Then have them compare their own lists to a check list in order to ensure that they reviewed all the rules previously studied. Have them then complete the supplementary exercises. Sample check list: 1. Singular subjects require singular verbs. EXAMPLE: A. The governor (say, (says)) the unemployment rate will get better. B. ((Does), Do) the governor really know if unemployment will get better? 2. Plural or compound subjects require plural verbs. EXAMPLE: A. The plants (is, (are)) hanging in the window. B. Plants and stained-glass ornaments (is, (are)) hanging in the window. C. There (hangs, (hang)) plants and stained-glass ornaments. 3. Collective nouns referring to a group acting as one unit require a singular verb. Collective nouns referring to a group where members are acting independently require a plural verb. EXAMPLE: A. The jury ((is), are) ready to present its verdict. (group acting as one unit) B. The jury (is, (are)) arguing over their opinions. (members acting independently) 4. Some indefinite pronouns such as each, either, neither, one, everyone, everybody, no one, nobody, anyone, anybody, someone and somebody are singular and take a singular verb. EXAMPLE: Everyone (have, (has)) heard about the tax cut. 5. Some indefinite pronouns such as several, few, both, and many are plural and require a plural verb. EXAMPLE: Very few ((have), has) heard about the tax cut.	7, 8, 9

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective e continued	6. Indefinite pronouns such as some, all, most, and part can be either singular or plural depending on whether they refer to an amount of something or a number of people, places or things. When referring to an amount of something these indefinite pronouns take singular verbs. When referring to a number of people, places or things these indefinite pronouns take plural verbs. EXAMPLE: A. Most of the paper (have, (has)) already been distributed. (referring to an amount) B. Most of the papers ((have), has) already printed the story. (referring to a number of things) 7. Intervening phrases between the subject and verb do not change the number of the subject or verb. However, intervening phrases can help in determining if indefinite pronouns such as some, all, most and part are singular or plural. EXAMPLE: A. Mary's objections to our plan (has, (have)) to be considered. B. Some of the trip (were, (was)) pleasurable. (indefinite pronoun) C. Some of our intentions (was, (were)) misunderstood. (indefinite pronoun) 8. Correlative conjunctions that indicate a choice require that only the last subject determines subject/verb agreement. EXAMPLE: Not only coffee but also tea (contain, contains) caffeine. Exceptions are the conjunctions "both...and" which always require a plural verb. 9. A pronoun must agree with its antecedent in number and gender. EXAMPLE: One of the women left her purse here.	

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Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
f. recognize and correct sentence fragments and run-ons.	- Help students make a grid such as the one below to use as an aid in studying types of fragments and methods of correction. Have them use the grid to identify and correct other sentence fragments.	10

Type of Fragment	Sample Fragment	Ways to Correct
1. Missing Subject	Went to the store.	Supply the subject. I went to the store.
2. Missing Predicate	A very ambitious woman.	Supply predicate and extend sentence. A very ambitious woman runs her own business. or A very ambitious woman works in our office.
3. Phrases punctuated as sentences	For the trip.	Extend the phrase by adding a subject and predicate. a. We needed to pack for the trip.
4. Dependent clauses punctuated as sentences	After it stops raining.	Extend the clause. a. After it stops raining, we'll leave for Great America. or b. We'll leave for Great America after it stops raining.

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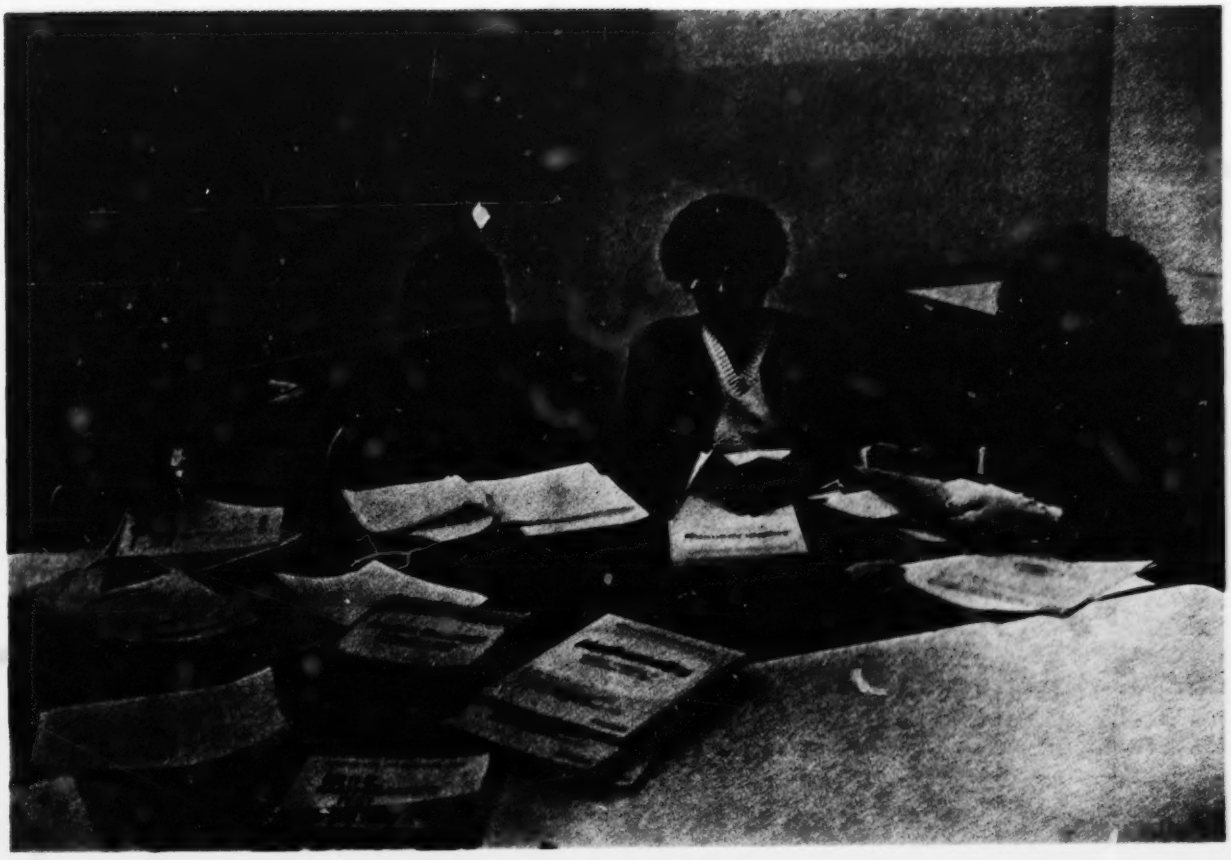
Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective f continued	- Review methods of correction for run-on sentences. Give students an exercise in which a run-on sentence has been rewritten various ways. Have students match run-on sentences to method of correction. EXAMPLE: I parked my car across the street, I went into the party. __c__ 1. I parked my car across the street. I went into the party. __a__ 2. I parked my car across the street; I went into the party. __d__ 3. I parked my car across the street, and I went into the party. __e__ 4. After I parked my car across the street, I went into the party. __b__ 5. I parked my car across the street before I went into the party. a. Change a comma to a semi-colon. b. Use a subordinating conjunction. c. Form two sentences by replacing a comma with a period. d. Use a coordinating conjunction after the comma. e. Use an introductory subordinate clause. - Have students identify and correct run-on sentences.	
g. recognize parallel structure in words and phrases.	- Have students identify conjunctions in sentences; then determine whether or not words or phrases on either side of the conjunction match in form. Discuss alternative ways of making them match and the appropriateness of each alternative. EXAMPLE: Josef uses computers to solve math problems and playing video games. Alternative 1. Josef uses computers to solve math problems and to play video games. Alternative 2. Josef uses computers for solving math problems and for playing video games.	11

Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective g continued	-Give students sentence stems and lists of words and phrases that must be combined. When combining the stems and words or phrases, the students will have to make appropriate corrections to insure that the constructions are parallel. EXAMPLE: 1. The Johnson family's favorite pastimes are ... a. to hunt b. fishing c. and bicycle riding. Answer: The Johnson family's favorite pastimes are hunting, fishing, and bicycle riding. 2. Patrick will leave either . . . a. tomorrow b. or he is going on Tuesday. Answer: Patrick will leave either tomorrow or Tuesday.	
h. recognize and correct redundancy in sentences.	- Read aloud the following sentences having the students make note of any words or ideas that are repeated more than once. Discuss ways in which repetition may be eliminated in preparation for having the students rewrite the same sentences correctly. EXAMPLE: 1. We watched as the big huge bulldozer backed into the tiny little compact car. 2. Because it was such a gloomy, dreary day I was too depressed and down in the dumps to do any work. 3. That day, a day in January, was the coldest day on record. 4. When Joan, who was a receptionist, was alone in the office, Joan practiced her typing. 5. After we left the party, we dropped Bill off, and after that we stopped for a hamburger.	12

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
i. apply sentence structure and style concepts to paragraph and letter writing.	- Have students complete a checklist such as the one below. I have trouble with the following when writing paragraphs: YES NO 1. Writing a variety of sentence structures and patterns ___ ___ 2. Being repetitious ___ ___ 3. Keeping words and phrases parallel ___ ___ 4. Avoiding double negatives ___ ___ 5. Placing prepositional phrases appropriately ___ ___ 6. Confusing words which look or sound alike (accept, except) or have similar meanings (amount, number) ___ ___ 7. Using correct capitalization and punctuation ___ ___ Then have students write paragraphs and use their checklist as a reminder of what to look for when revising or proofreading their own work. - Have students write formal and informal letters. Have them refer to the same checklist for the body of their letters. In addition, have them check for correct format and letter style.	13

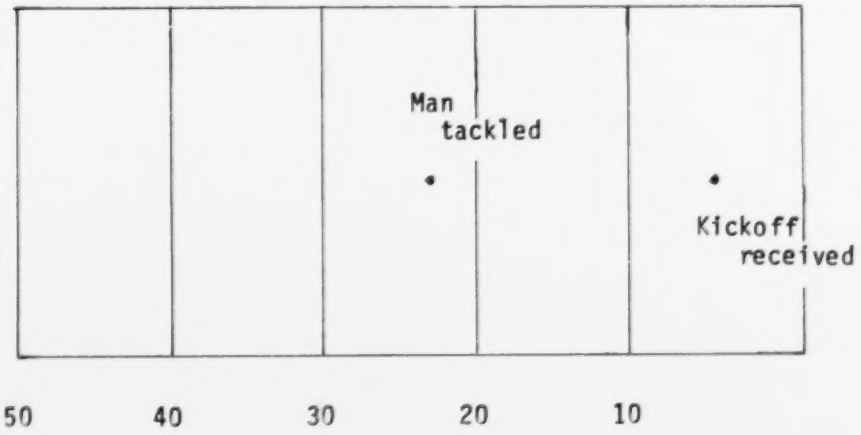
MATH



Courses 501–803

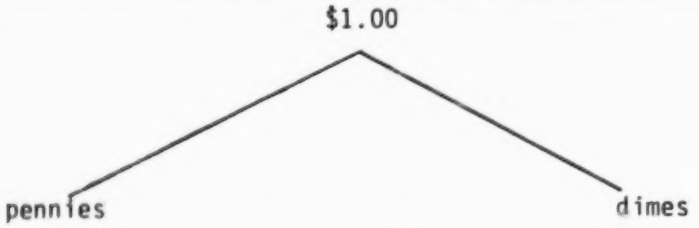
GENERAL OBJECTIVE: The learner will demonstrate an understanding of the meaning and vocabulary of decimal place value from tenths through millionths. The learner will also demonstrate the ability to solve estimation word problems involving the four basic operations.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. solve estimation word problems involving the four basic operations.	- Give the students a situation where they have $30.00 to paint two rooms. Have them discuss what items they would need to purchase. Assign prices to these items and have the students compute the actual and estimated costs. EXAMPLE: paint $12.89 $13.00 rollers 3.25 3.00 brushes 7.92 8.00 tape 1.14 1.00 drop cloth 2.68 3.00 $27.88 actual cost $28.00 estimated cost A few similar activities should be planned to make sure the students have mastered the concept of estimating. - A number line can be used to illustrate which number is closer in estimation. a. Is 104 closer to 100 or 110? b. Is 128 closer to 120 or 130? c. Is 132 closer to 130 or 140?	1

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	- Draw half a football field. Have the students approximate how many yards were gained or lost by a team before fumbling on the 50 yd. line.  Sample Plays: 1. The kick-off was caught on the 5 yd. line and then run out to the 23 yd. line. Estimate number of yards made on the run back. 2. The ball was on the 35 yd. line. The quarterback dropped back and was sacked on the 28 yd. line. Approximately how many yards were lost?	
b. understand the meaning of decimals as they relate to money.	- Introduce and define the term decimal as parts of a whole. Ask students to give everyday uses of decimals (example: money, measurement, gas or electric meters, gas pumps, etc.) - Use the following chart to demonstrate how many pennies make a nickel, dime, quarter, fifty cent piece and a dollar. Discuss how 100 pennies (parts) equals one dollar (the whole). Explain that $5.26 equals five whole dollars and 26 parts of another dollar. Other examples should be given.	2

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective b continued



$	AMOUNT
$.01	1 hundredth 1 penny
$.05	5 hundredths 5 pennies = a nickel
$.10	10 hundredths 10 pennies = a dime
$.25	25 hundredths 25 pennies= a quarter
$.50	50 hundredths 50 pennies = a half dollar
$1.00	100 hundredths 100 pennies = a dollar

$	AMOUNT
$.10	1 tenth 1 dime
$.50	5 tenths 5 dimes = a half dollar
$1.00	10 tenths 10 dimes = a dollar

- Bring play money to class. Have students figure out how many bills or coins it would take to make certain amounts.

EXAMPLE: Take 8 bills and make $25.00

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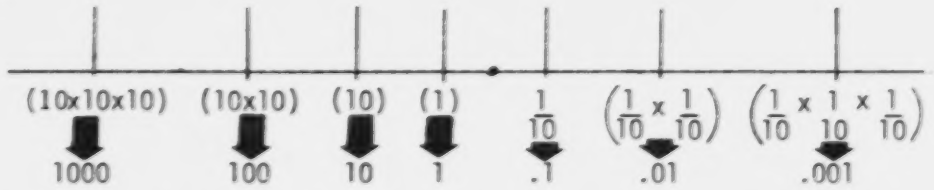
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	1 $10.00 bill $10.00 2 $ 5.00 bills $10.00 5 $ 1.00 bills 5.00 8 bills $25.00	
c. recognize and define vocabulary and symbols related to decimals.	- Explain that decimal has as its root deci (a form of the Greek root deca) which means ten and therefore is a system based on tens. List other words with deca or deci as a root and have students compare and contrast them to the word decimal. EXAMPLES: decade - ten years decathlon - ten events decagon - figure with ten sides decimeter - one tenth of a meter - Discuss the meaning of the decimal point as it relates to parts and wholes (the whole numbers are to the left of the decimal point and the parts of one whole are to the right of the decimal point). Emphasize that the decimal point is not a period and means something entirely different. Explain that it is sometimes referred to as "point" but should actually be read as and.	3
d. recognize decimal place value from tenths through millionths.	- Use expanded notation and a number line to illustrate place value. EXAMPLE:  - Use assorted flash cards with whole numbers, fractions, decimals and percents. Have students identify only the ones that are decimals and read the place values of those decimals. EXAMPLE: 1/2 , $.29, 2,678, .01, .07, 3.45, 75%	4 and 5

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
e. read and write decimals.	- Discuss with students how decimals are read by noting the number of places to the right of the decimal point. EXAMPLES: .8 (one place so it is read 8 tenths) .08 (two places so it is read 8 hundredths) 3.08 (one place to the left and two to the right so it is read 3 and 8 hundredths) - Pair students and have one deal the other a set of flash cards. The cards will have decimals written in numeral form (.03) or written form (three hundredths). The students will write the decimals written in words as numerals or vice versa. The students will then exchange roles and check each other's answers.	6, 7

GENERAL OBJECTIVE: The learner will demonstrate an understanding of rounding and comparing decimal values. The learner will also demonstrate the ability to solve addition and subtraction problems with decimals and one-step decimal word problems involving addition and subtraction.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. compare and order decimals as less than, greater than, or equal to.	- Demonstrate how to determine whether a number is greater than, less than, or equal to another number by arranging a series of decimals in order: 1. Put the decimal points in a straight line. 2. Add zeros where necessary. 3. Arrange the new numbers from smallest to largest. 4. Convert the numbers back to their original form. EXAMPLE: Compare .74 to .7004 (LINE UP DECIMAL POINTS.) { .7400 - (Add zeroes.) .7004 .7004 < .7400 or .7004 < .74 (Delete zeroes.)	1
b. round decimals from tenths to hundred - thousandths.	- Devise a number line to illustrate examples of why 1.8 is closer to 2.0 than 1.0. - After numerous examples, try having students formulate the rules for rounding on their own.	2

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	EXAMPLES: 1. .2674 → .2670 .2676 → .2680 2. .5283 → .5280 .5287 → .5290 3. .6331 → .630 .6382 → .640 RULES: 1. If the digit focused on is less than 5, round the value down to the lower zero and keep the digit on the left the same. 2. If the digit focused on is 5 or greater, round the value up to the next higher zero and increase the digit on the left by one.	
c. add and subtract decimals.	- Explain that even though the computing process for addition and subtraction of decimals is the same as for whole numbers, the correct alignment of the decimal point is important. EXAMPLES: Incorrect: 4.31 + .312 + .22; 4.20 − .312. Correct: 4.31 + .312 + .22 = 4.842; 4.200 − .312 = 3.888 Have students try to work these examples and compare answers. - Explain that zeros may be added for convenience in addition but must be added to make some problems workable in subtraction.	3, 4, 5

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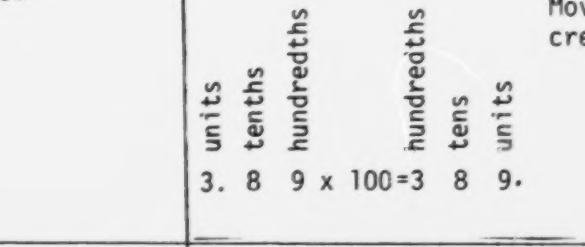
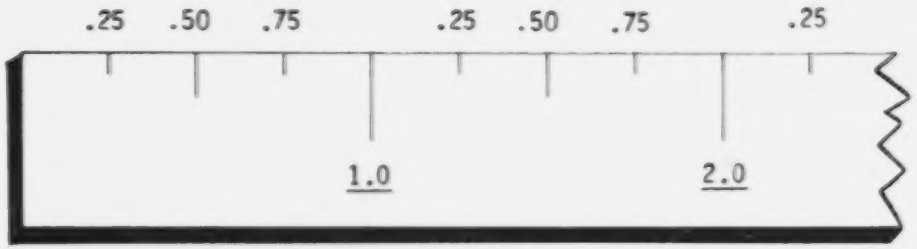
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	Original 6.3 81.296 + 977.34 17.1 -8.932 Modified 6.300 81.269 + 977.340 1064.909 17.100 -8.932 8.168	
d. solve one-step decimal word problems involving addition and subtraction.	- Have students devise their own word problems using sales sheets, coupons, magazines, etc. - After dealing with a variety of word problems, have students derive a list of the words or phrases that signal the operations used to solve word problems. EXAMPLES: Addition: increased by, more, sum; Subtraction: difference, less, lower	6

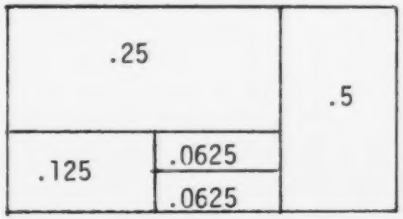
GENERAL OBJECTIVE: The learner will demonstrate an understanding of counting decimal places in multiplication. The learner will also demonstrate the ability to multiply a decimal by a whole number, a decimal by a decimal, a decimal by a power of ten and to solve one-step decimal word problems involving addition, subtraction and multiplication.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. count places in the multiplication of decimals.	- Using examples on the chalkboard have students count the number of decimal places in the multiplier and multiplicand to determine in the answer how far to the left of the last digit the decimal point must be moved. At times zeros must be added to the front of a number in order for the decimal point to be moved the correct number of places. EXAMPLES: 8.25 → 2 decimal places x .2 → +1 decimal place 1.650 → 3 decimal places .006 → 3 decimal places x .3 → +1 decimal place .0018 → 4 decimal places	1
b. multiply by a decimal, and a decimal by a whole number.	- Have the students compare and contrast values when multiplying a decimal by a whole number, and a whole number by a decimal using examples with the same numerals. EXAMPLES: 28.6 x 2 = 57.2 one place 286 x .2 = 57.2 one place .286 x 2 = .572 three places	2, 3,
c. multiply a decimal by a power of ten.	units tenths hundredths tens units tenths 3. 8 9 x 10 = 3 8. 9 Demonstrate why moving the decimal point to the right corresponds to multiplying by a power of ten. Moving the decimal point one place to the right increases the number by one power of 10 (10 x 1).	4

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	 Moving the decimal point two places to the right increases the number by 10^2 (10 x 10 = 100).	
d. multiply a decimal by a decimal.	- By now students should have a good idea as to how to multiply decimals. The same activity used in objective (b) could be expanded for this objective to compare and contrast values. EXAMPLES: 82.5 x 3 = 247.5 one place 825 x .3 = 247.5 one place 8.25 x .3 = 2.475 three places 82.5 x .3 = 24.75 two places	6
e. solve one-step decimal word problems involving addition, subtraction, and multiplication.	- Divide students into groups and have them make a list of all the expenses a family might have in the course of a week. Then have the students create decimal word problems using the items on the list and their cost. - Ask a student to tell the class about a shopping trip he or she went on. Write down the items bought, the cost of those items, how much money the student took along, and how much money he or she had left. Have the members of the class make up word problems with these facts then solve them. Ask the students similar questions about life situations and have the class continue making up word problems about each situtation.	

GENERAL OBJECTIVE: The learner will demonstrate an understanding of moving the decimal point in division and annexing zero as a place holder in the dividend. The learner will also demonstrate the ability to find quotients for decimal and whole number divisors and to solve one-step decimal word problems involving the four operations.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will 2. divide a decimal by a whole number.	- Demonstrate to students the importance of remembering to place the decimal point in the quotient directly above the decimal point in the dividend. Have students compare values in order to see what occurs when decimal points are carelessly omitted or misplaced. EXAMPLES: $6\overline{)12.2}$ 61. wrong $2\overline{)12.2}$ 6.1 right $2\overline{)12.2}$ .61 wrong Have students practice placing the decimal point on the division line before working the problem. EXAMPLES: $2\overline{)13.5}$ $11\overline{)33.11}$ $7\overline{)840.7}$ Help students make a decimal ruler using a standard ruler as a model but marking off values as decimal values rather than fractional.  	1

Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
b. move the decimal point in division problems.	- Have students practice adjusting decimal points to prepare for working problems with decimals as divisors. EXAMPLES: 1. $620.71 \div 15.8 = ?$ 2. $15.8\overline{)620.71}$ 3. $158\overline{)6207.1}$	
c. divide a decmical by a demical.	- Draw the following box on the chalkboard:  - Have students divide each number in the boxes by .5 and explain why they get the answers they do. ANSWERS: $.5 \div .5 = 1.$ $.25 \div .5 = .5$ $.125 \div .5 = .25$ $.0625 \div .5 = .125$	3

Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplement. Exercises
d. divide a decimal by a decimal or by a whole number annexing zero where appropriate.	- Illustrate how zeros can also be annexed in order to carry an answer out further decimal places instead of using a remainder. EXAMPLES: 1. $15\overline{)15.3}$ 1. $1.5\overline{)15.3}$ 2. $15\overline{)15.30}$ 2. $15.\overline{)153}$ 3. $15\overline{)15.30}^{\,1.02}$ 3. $15.\overline{)153.0}^{\,10.2}$ - Have students take several sheets of letter-size paper (8.5 x 11.5) and a decimal ruler. Have them divide the sheets into pages with 2, 3, 4, or 5 approximately equal columns. This is a sample of how division and measuring with decimals can be combined.	2
e. divide a whole number by a decimal.	- Demonstrate how the decimal point is adjusted by annexing zeros in the dividend when dividing a whole number by a decimal. EXAMPLES: 1. $5\overline{)2.0}$ 4. $6.4\overline{)128.0}$ 2. $15\overline{)12.00}$ 5. $35\overline{)5.00}$ 3. $.9\overline{)36.0}$ 6. $.7\overline{)6.0}$ - Have students take a piece of paper 10 x 10 inches. Have them determine how many columns can be drawn 2.5 or 1.25 inches wide. Then have them use a decimal ruler to mark off the columns. $2.5\overline{)10.0}^{\,4}$ or 4 columns	4

Specific Objectives	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
f. divide decimals by a power of ten.	- Compare dividing a decimal by a power of ten with multiplying a decimal by a power of ten. Whereas in multiplication the decimal point is moved the appropriate number of spaces to the right, in division the decimal point is moved to the left. EXAMPLES: $3.45 \times 10 = 34.5$ $\quad .3.45 \div 10 = .345$ $3.45. \times 100 = 345.$ $\quad .03.45 \div 100 = .0345$ $3.450. \times 1000 = 3450.$ $\quad .003.45 \div 1000 = .00345$	5
g. solve one-step decimal word problems involving the four basic operations.	- Have students use a decimal ruler to approximate any measurement word problems with decimals. EXAMPLE: Stan has a pipe 9 feet long. How many pieces measuring 1.5 feet can be cut from the pipe? 9 inches on the ruler could stand for 9 feet. 1.5 inch intervals would be counted. | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | 1.5 | = 9 ft There are six intervals. - For a given set of word problems have the students name beforehand what operation will be used and how any decimal points will be manipulated. For instance in the problem above, 9 feet will have to be divided by 1.5 feet: $1.5\overline{)9.0}$ (6.0)	6

426

215

427

GENERAL OBJECTIVE: The learner will demonstrate an understanding of rounding quotients from ones through thousandths. The learner will also demonstrate the ability to identify Roman numerals, to apply rules for forming Roman numerals greater than X, and to solve estimation word problems involving the four basic operations with decimals.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. practice rounding quotients from ones through thousandths.	- Review general rules for rounding decimals using a decimal number line. EXAMPLES: Is 1.4 closer to 1.0 or 2.0? Is 1.45 closer to 1.4 or 1.5? - Explain to students that zeros can be annexed to the dividend so the quotient can be carried to enough decimal places to come out evenly. Have students make up problems where the quotients do not come out evenly and then have them round these quotients to the nearest tenth, hundredth or thousandth. EXAMPLES: Round to the nearest hundreth. $33\overline{)1.02}$ $.03$, 99, 3 — add zero — $33\overline{)1.020}$ $.030$, 99, 30 Apply rule for rounding. Ans. .03 Have students take the same problem and round to the nearest thousandth. Then illustrate that no matter how far one carried out the problem, the answer would never come out evenly.	1, 2, 3, 4

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
b. solve estimation word problems involving the four basic operations.	- Give each student an imaginary sum of money to buy notions, food, etc. Have them estimate the cost of each item from its actual price and add up their purchases as they go along. Then have them see how much money they have left from the original amount.	5

EXAMPLE: 1) Amount given: $400.00

	Actual	Estimate	Sub-total
Suit	$179.50	$180.00	$180.00
Tie	16.75	17.00	180 + 17
Shirt	28.25	28.00	197 + 28
Sox	3.25	3.00	225 + 3
Shoes	42.85	43.00	228 + 43
Belt	16.75	17.00	271 + 17
Handker-chief	7.75	8.00	288 + 8
Tie-Tac	7.35	7.00	296 + 7
Tax (7%)	-	21.00	303 + 21 = $324.00

Change: $400 - 324 = $76 Left

Now have students subtract the cost of each item from their original amount as they go along.

EXAMPLE: 2) Amount given: $400.00

	Actual	Estimate	Sub-total
Suit	$179.50	$180.00	$400 - 180
Tie	16.75	17.00	220 - 17
Shirt	28.25	28.00	203 - 28
Sox	3.25	3.00	175 - 3
Shoes	42.85	43.00	172 - 43
Belt	16.75	17.00	129 - 17
Handker-chief	7.75	8.00	112 - 8
Tie-Tac	7.35	7.00	104 - 7
Tax (7%)		21.00	$97 - 21 = $76.00

Expenses: $400 - 76 = $234 Used

430

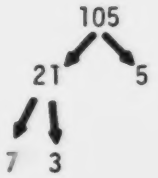
431

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
c. recognize Roman numerals I to XX, XL, L, C, D and M.	- Have students replace the numbers on a clock or calendar with Roman numerals. - Make different combinations with the numerals XL, L, C, D and M and have students identify which year each combination could stand for.	6, 7
d. apply rules for forming Roman numerals greater than X.	- Have students practice writing their birthdates and social security numbers in Roman numerals. - Have students write famous dates in Roman numerals: 1492 - Columbus' discovery of America - MCDXCII 1776 - Declaration of Independence - MDCCLXXVI 1789 - The U.S. Constitution ratified - MDCCLXXXIX 1861 - The beginning of the Civil War - MDCCCLXI 1917 - The beginning of World War I - MCMXVII 1976 - The Bicentennial Celebration - MCMLXXVI	8

GENERAL OBJECTIVE: The learner will demonstrate an understanding of number patterns with more than one operation and all concepts in 501 through 603. The learner will also demonstrate the ability to identify prime numbers 1 through 100 and solve two-step decimal word problems involving the four basic operations.

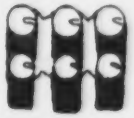
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. identify prime numbers 1 through 100.	- Explain to students the meaning of a prime number. A prime number is a whole number greater than 1 and divisible only by itself and 1. For example, 5 is a prime number because it can only be divided by itself and 1 evenly. - Have students write out a 100 chart and identify the primes by cancelling out factors. Directions for students: 1. Cross out 1 and put a circle around 2. 2. Cross out every number divisible by 2. 3. Circle 3, the next number not crossed out (1 2 3). 4. Now cross out every number divisible by 3. 5. Circle the next number not crossed out and so on.	1

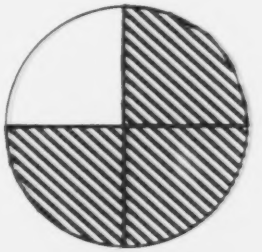
1	(2)	(3)	4	(5)	6	(7)	8	9	10
(11)	12	(13)	14	15	16	(17)	18	(19)	20
21	22	(23)	24	25	26	27	28	(29)	30
(31)	32	33	34	35	36	(37)	38	39	40
(41)	42	(43)	44	45	46	(47)	48	49	50
51	52	(53)	54	55	56	57	58	(59)	60
(61)	62	63	64	65	66	(67)	68	69	70
(71)	72	(73)	74	75	76	77	78	(79)	80
81	82	(83)	84	85	86	87	88	(89)	90
91	92	93	94	95	96	(97)	98	99	100

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	- Explain to students that when two numbers can be multiplied together to get another number those two numbers are factors of their product (2 x 4 = 8 therefore 2 and 4 are factors of 8). Draw factor trees which illustrate step by step which numbers can be multiplied together to form other numbers. Use the trees to demonstrate how all numbers can be eventually reduced to their prime factors. EXAMPLE:  7, 3 and 5 have no other multiples than themselves and 1 and therefore are the prime factors of 105 (7 x 3 x 5 = 105).	
b. recognize number patterns with one or more operations.	- Divide students into teams of two or three giving them several number patterns. See which team can identify the next number in the patterns first. EXAMPLES: 1) 2, 5, 11, 23, 47, ? (95) 2) 3, 7, 5, 9, 7, 11, ? (9) 3) 6, 3, 12, 3, 24, 3, ? (48) 4. 24, 23, 33, 32, 42, ? (41) 5. 1, ½, 2, 1, 4, 2, 8, ? (4) 6) 6, 36, 12, 72, 24, ? (144) 7) 12, 10, 50, 48, 240, 238, ? (1190) 8) $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{1}{16},$? $(\frac{1}{32})$ 9) 2, 5, 1, 4, 0, ? (3) 10) 100, 50, 60, 30, 40, ? (20)	2

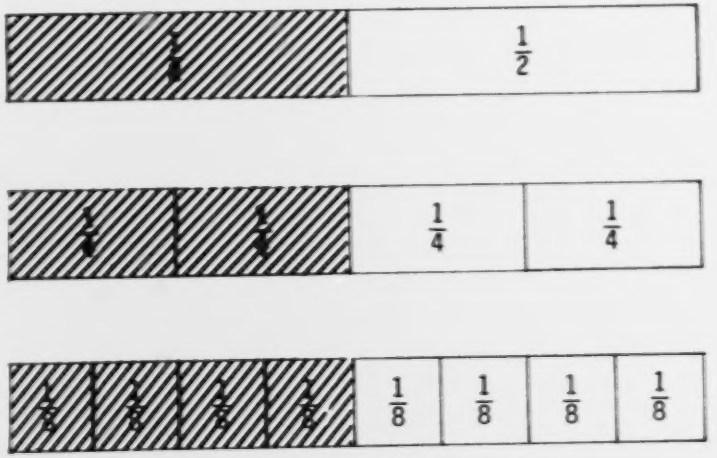
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
c. solve two step decimal word problems involving the four basic operations.	- Have the students make a list of the following for each one of a set of decimal word problems: 1. The question being asked in the problem. 2. The facts given in the problem that are needed for the solution. 3. The operations which will have to be performed. 4. The order in which the operations will have to be done.	3
d. review all concepts 501 through 603.	- Assign various skills taught in 501 through 603 to different students. Have them make up tests for themselves and other students to take covering their assigned skills. - Match students who are strong in some skills and weak in others with students who have the opposite strengths and weaknesses. Conduct the review as a peer tutoring exercise.	REVIEW

GENERAL OBJECTIVE: The learner will demonstrate an understanding of the meaning of fractions and fractional forms. The learner will also demonstrate the ability to compare fractional values, to determine fractional equivalencies, and to add and subtract like fractions.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. recognize that a fraction is part of a whole.	- Use a six pack of some beverage to illustrate that a fraction is part of a whole.  . 1 whole $\frac{3}{6} = \frac{1}{2}$ - Cut an apple or peel an orange and discuss the relationship of parts (1/2, 1/4) to the whole.	1
b. describe the meaning of fractions.	- Write a list of words matched to fractional values. Have students identify the letters in the word which would represent each fractional part. EXAMPLES: 1. The first $\frac{1}{6}$ of street = S ($\frac{1}{6}$ means 1 of 6 equal parts) 2. The middle $\frac{1}{3}$ of bus = U ($\frac{1}{3}$ means 1 of 3 equal parts) 3. The last $\frac{1}{2}$ of am = M ($\frac{1}{2}$ means 1 of 2 equal parts) Put the letters together to spell a mathematical term. S U M - Using a picture puzzle, discuss why any piece does not satisfy the definition of a fraction (pieces are not equivalent in size). Then take a loaf of bread and discuss why each slice does satisfy the definition of a fraction (slices are equivalent).	441

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
c. recognize and define vocabulary and symbols related to fractions.	- Have the students draw a circle and divide it into 4 equal parts. Explain how the number of parts a whole is divided into is the denominator or bottom number of a fraction. Compare the word denominator to the word denomination in terms of money. Now have the students shade in 3 of the 4 sections in their circle. Explain that the number of parts taken at any one time is called the numerator and is the top number of the fraction.  - Explain how the line drawn between the numerator and the denominator stands for division as does ÷ or $\overline{)\quad}$.	2
d. identify fractions and mixed numbers.	- Give the students a set of recipes. Have them identify which amounts are written as whole numbers, mixed numbers or fractions.	3
e. determine fractional equivalencies.	- Bring to class something that typically comes in a dozen: eggs, flowers, apples, etc. Demonstrate fractional equivalencies. 6 eggs = $\frac{6}{12} = \frac{1}{2}$ dozen 12 eggs = $\frac{12}{12} = 1$ dozen 3 eggs = $\frac{3}{12} = \frac{1}{4}$ dozen 8 eggs = $\frac{8}{12} = \frac{2}{3}$ dozen 4 eggs = $\frac{4}{12} = \frac{1}{3}$ dozen 2 eggs = $\frac{2}{12} = \frac{1}{6}$ dozen - Use strips of paper (3" by 12") folded in various ways to illustrate frac-	4, 5

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective e continued	tional values. EXAMPLE: Take 3 strips of paper and have students fold one strip in half, one strip in half twice, and one strip in half three times. Open the strips and show students how to mark each section with the appropriate fractional value.	



Discuss the relationship of $\frac{1}{2}$ to $\frac{1}{4}$ to $\frac{1}{8}$ and have students compare sections of the strips to determine fractional equivalencies:

$$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$$

Exercise can be expanded by using other fractional values such as $\frac{1}{3}, \frac{1}{6}, \frac{1}{9}$ and so on.

- Show students how cross products can be used to demonstrate fractional equivalencies.

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective e continued

EXAMPLES:

Equivalent fractions

Is $\frac{2}{3}$ equivalent to $\frac{8}{12}$?

$\frac{2}{3}$ $\frac{8}{12}$

$3 \times 8 = 24$

$2 \times 12 = 24$

$24 = 24$

Yes, $\frac{2}{3}$ is equivalent to $\frac{8}{12}$.

Non-equivalent fractions

Is $\frac{2}{3}$ equivalent to $\frac{5}{12}$?

$\frac{2}{3}$ $\frac{5}{12}$

$3 \times 5 = 15$

$2 \times 12 = 24$

$15 \neq 24$

No, $\frac{2}{3}$ is not equivalent to $\frac{5}{12}$.

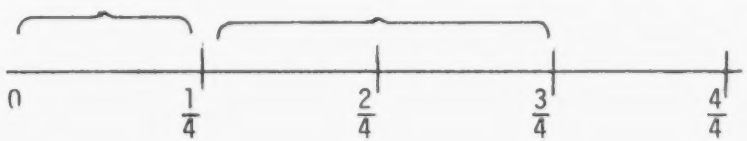
- Explain to the students that a fraction in lowest terms, or a reduced fraction, is one for which there is no equivalent fraction with a smaller numerator and denominator.

For instance $\frac{1}{2}, \frac{2}{4}, \frac{4}{8}, \frac{6}{12}$ are all equivalent fractions but only $\frac{1}{2}$ is in lowest terms. That is $\frac{2}{4}, \frac{4}{8}, \frac{6}{12}$ can all be reduced to $\frac{1}{2}$.

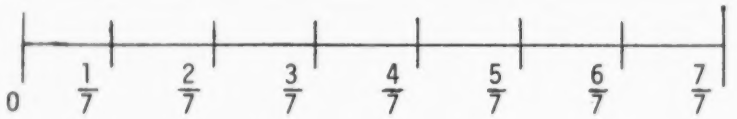
Other than by simply telling students that $\frac{4}{8}$ and $\frac{6}{12}$ are equivalent to $\frac{1}{2}$, see if they can come up with a process which would make $\frac{4}{8}$ equivalent to $\frac{6}{12}$. Afterwards demonstrate the following process:

Step 1. $\frac{4}{8} \div ?$ Identify the largest number that can be divided into both the numerator and the denominator without a remainder.

Step 2. $\frac{4}{8} \div \frac{4}{4} = \frac{1}{2}$ Divide both the numerator and the denominator by that number.

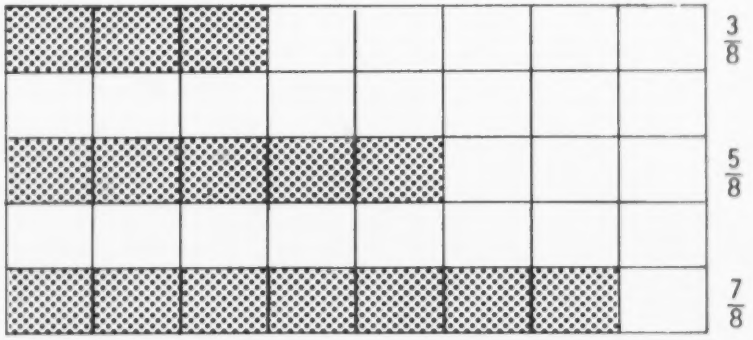
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective e continued	The answer $\frac{1}{2}$ is an equivalent fraction in lowest terms. EXAMPLES: 1. $\frac{4 \div 4}{12 \div 4} = \frac{1}{3}$ 2. $\frac{18 \div 6}{24 \div 6} = \frac{3}{4}$ 3. $\frac{5 \div 5}{25 \div 5} = \frac{1}{5}$ 4. $\frac{72 \div 9}{81 \div 9} = \frac{8}{9}$ 5. $\frac{10 \div 10}{30 \div 10} = \frac{1}{3}$ 6. $\frac{8 \div 8}{32 \div 8} = \frac{1}{4}$	
f. compare fractional values.	- Have two students take a deck of cards each with a different fractional value ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{3}{6}$, etc.). One person begins by picking a card and laying it down. The next person picks a card and places it to the right if the fractional value is greater than ($>$) that on the original card, or to the left if the fractional value is less than ($<$) the original card, or on the top if the fractional value is equal to (=) the original card. If a player makes an error, he must keep the card. The winner is the one with the fewest remaining cards.	6
g. add and subtract like fractions.	- Draw a series of number lines each broken into a particular set of values. Have students use the number lines in solving a set of addition or subtraction problems. $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$ EXAMPLE:  	7, 8

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective g continued		



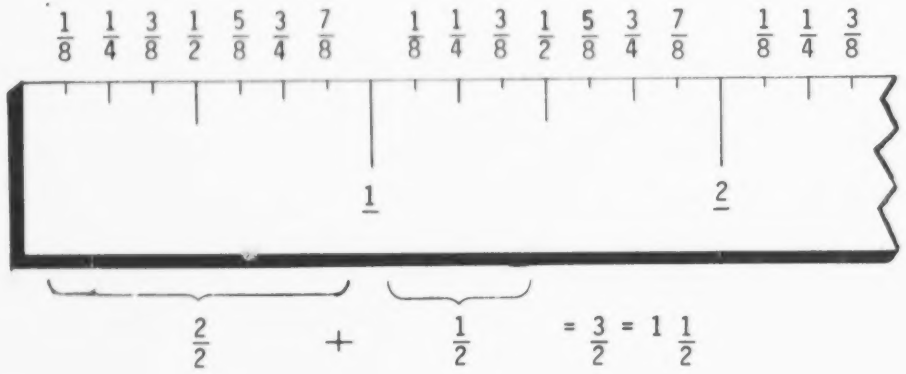
1. $\frac{1}{4} + \frac{2}{4}$ 2. $\frac{3}{7} - \frac{2}{7}$ 3. $\frac{3}{4} - \frac{1}{4}$ 4. $\frac{1}{7} + \frac{1}{7}$ 5. $\frac{1}{4} + \frac{1}{4}$ 6. $\frac{4}{7} - \frac{1}{7}$

- Draw a grid broken into a particular number of parts. By drawing bars of various lengths on the grid, demonstrate to students the addition or subtraction of like fractions by having them count the number of squares needed to equal a certain amount or by having them find the difference in the number of squares between certain bars.



1. $\frac{7}{8} + \frac{1}{8}$ 2. $\frac{3}{8} + \frac{5}{8}$ 3. $\frac{7}{8} - \frac{3}{8}$ 4. $\frac{5}{8} - \frac{3}{8}$ 5. $\frac{7}{8} - \frac{5}{8}$

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
h. change improper fractions into mixed numbers and mixed numbers into improper fractions.	- Have each student take a standard ruler or draw a facsimile of one on the board. Mark off all the fractional values. Have the students look at how $\frac{1}{2}$ plus an additional $\frac{1}{2}$ will equal 1 inch. Add another $\frac{1}{2}$ and they will have $\frac{3}{2}$ or $1\frac{1}{2}$ inches.	9, 10, 11 (See also page 63, Exercise 8.)



- Have them use the ruler to identify other improper fraction and mixed number equivalents.

EXAMPLES: Improper fractions to a mixed or whole number.

1) $\frac{6}{4} = 1\frac{1}{2}$ 2) $\frac{32}{16} = 2$ 3) $\frac{12}{8} = \frac{1}{2}$

Mixed number to an improper fraction.

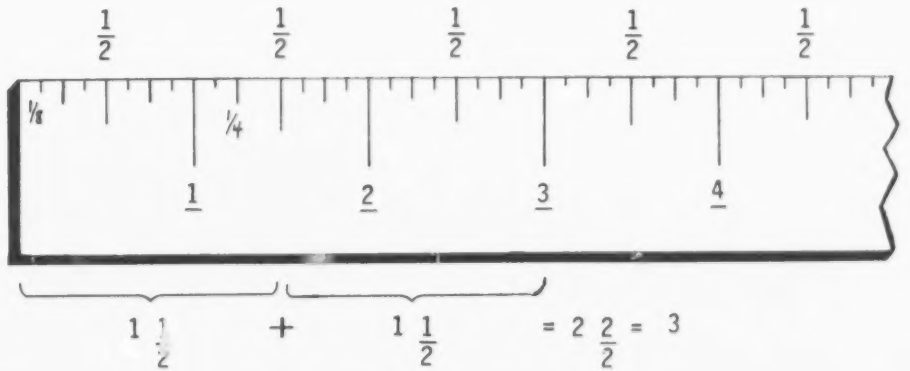
1) $2\frac{1}{8} = \frac{17}{8}$ 2) $6\frac{1}{4} = \frac{25}{4}$ 3) $10\frac{3}{8} = \frac{83}{8}$

GENERAL OBJECTIVE: The learner will demonstrate an understanding of common denominators. The learner will also demonstrate the ability to add and subtract mixed numbers and fractions with and without renaming, and to solve fractional word problems.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		
a. add and subtract like mixed numbers with and without renaming.	- Continue using a standard ruler as an aid to explaining mixed numbers. This time have students use the ruler as a number line on which to solve problems involving the addition and subtraction of mixed numbers.	1, 2, 3, 4, 5

EXAMPLE:

$$1\frac{1}{2}$$
$$+\ 1\frac{1}{2}$$



$1\frac{1}{2} + 1\frac{1}{2} = 2\frac{2}{2} = 3$

ADDITIONAL PROBLEMS: Mark off appropriate values on ruler before using it to solve the following problems.

1. $3\frac{1}{2} + 5\frac{1}{2}$

2. $3\frac{3}{4} + 6\frac{1}{4}$

3. $1\frac{3}{8} + 7\frac{2}{8}$

4. $2\frac{3}{8} + 5\frac{5}{8}$

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
b. find common and least common denominators.	- Explain the difference between a common denominator and the least common denominator by using fractions with different denominators such as $\frac{1}{3}$ and $\frac{4}{5}$.	6

A common denominator here would be any number which can be divided evenly by 3 and 5 such as 30, 45, 60, etc. The least common denominator, however, is the smallest number divisible by both 3 and 5 (which is 15). Sometimes the least common denominator can be found by multiplying two denominators together, other times it cannot be.

EXAMPLE: LCD can be found by multiplying denominators together.

$$\begin{array}{r} \frac{1}{3} \\ +\ \frac{4}{5} \\ \hline \end{array} \qquad 3 \times 5 = 15 \qquad \begin{array}{r} \frac{5}{15} \\ +\ \frac{12}{15} \\ \hline \frac{17}{15} \end{array} = 1\ \frac{2}{15}$$

LCD cannot be found by multiplying denominators together.

$$\begin{array}{r} \frac{1}{3} \\ +\ \frac{3}{9} \\ \hline \end{array} \qquad 3 \times 9 = 27$$

(but 9 is divisible by 3 so 9 is actually the least common denominator.)

$$\begin{array}{r} \frac{3}{9} \\ \frac{3}{9} \\ +\ \frac{3}{9} \\ \hline \frac{9}{9} \end{array} = 1$$

- Show students that an aid to determining the least common denominator is the ability to quickly determine the divisibility of numbers. Have students memorize the following divisibility rules:

Rule 1. A number is divisible by 2 if the last digit is 0, 2, 4, 6 or 8.

Rule 2. A number is divisible by 3 if the sum of its digits is divisible by 3 (42 ▷ 4 + 2 = 6; since 6 can be divided by 3, so can 42; 63 ▷ 6 + 3 = 9; since 9 can be divided by 3, so can 63).

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective b continued

Rule 3. A number is divisible by 5 if its last digit is 0 or 5.

Rule 4. A number is divisible by 9 if the sum of its digits is divisible by 9 (36 ⇨ 3 + 6 = 9; 72 ⇨ 2 + 7 = 9).

Rule 5. A number is divisible by 10 if its last number is 0.

EXAMPLE: $\frac{2}{9} = \frac{8}{36}$

$+ \frac{1}{36} = \frac{1}{36}$ (3 + 6 = 9; therefore, 36 is divisible by 9 and would be the least common denominator.)

$\frac{9}{36} = \frac{1}{4}$

Point out that divisibility rules also aid in reducing fractions to lowest terms.

- Demonstrate to students the following method for finding the least common denominator of three or more fractions. Indicate that it is a useful method when in doubt or when one cannot readily determine the least common denominator of a set of fractions.

1. Take three fractions $\frac{1}{9}, \quad \frac{3}{14}, \quad \frac{13}{21}$.

2. Write the denominators (9, 14, 21) on a horizontal line.

| 9, 14, 21

3. Have students think of a prime number (3) that can be divided evenly into any two of the three numbers (9, 21).

3 | (9) 14 (21)
3 14 7

9 ÷ 3 = 3 and 21 ÷ 3 = 7. Write 3 and 7 below the line. Now drop the 14 down as well.

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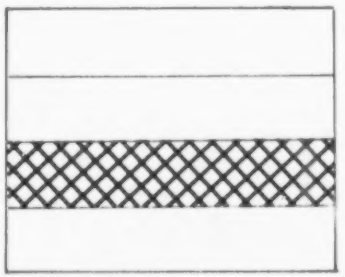
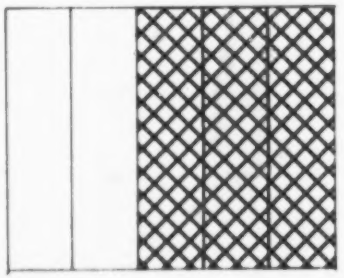
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	4. Have the students think of a prime number (7) for the next line (both 14 and 7 can be divided by 7). 3 | 9 14 7 7 | 3 (14) (7) 3 2 1 14 ÷ 7 = 2 and 7 ÷ 7 = 1; write the 2 and 1 below the line. Now drop down the 3 as well. 5. If there are no two digits on a line that can be evenly divided by the same prime number, have the students multiply the prime numbers used with the remaining numbers to get the lowest common denominator. (3) | 9 14 21 (7) | 3 14 7 (3) (2) (1) 3, 2, and 1 have no common factors. Therefore multiply them together with the prime numbers 3 and 7 which were used as divisors. 3 x 7 x 3 x 2 x 1 = 126 The least common denominator for $\frac{1}{9}$, $\frac{3}{14}$ and $\frac{13}{21}$ is 126.	6
c. add and subtract unlike fractions.	- Draw and divide rectangles in several ways to illustrate the addition and subtraction of unlike fractions. EXAMPLE: $\frac{1}{4} + \frac{3}{5} =$ $\frac{1}{4}$  $\frac{3}{5}$ 	7, 8, 9, 10

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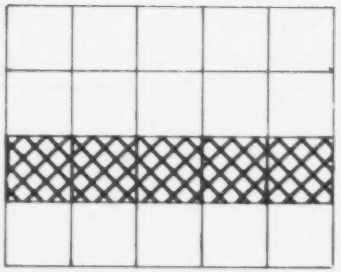
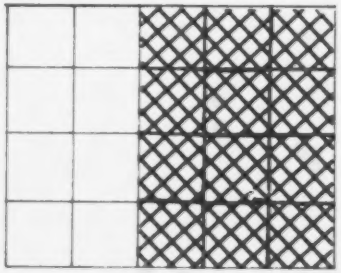
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	$\frac{1}{4} = \frac{5}{20}$  $\frac{3}{5} = \frac{12}{20}$  $\frac{1}{4} = \frac{5}{20}$ $+ \frac{3}{5} = \frac{12}{20}$ $\frac{17}{20}$	
d. add and subtract unlike mixed numbers with and without renaming.	- Demonstrate the process of renaming when subtracting unlike mixed numbers. EXAMPLE: 1. Subtraction without renaming. $2\frac{5}{8} = 2\frac{5}{8}$ $-1\frac{1}{2} = 1\frac{4}{8}$ $1\frac{1}{8}$ 1. Find least common denominator. 2. Make fractions in equivalent terms. 3. Subtract numerators first. 4. Then subtract whole numbers.	11, 12, 13, 14

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	EXAMPLE: 2. Subtraction with renaming. $2\frac{3}{8} = 2\frac{3}{8} + \frac{8}{8} = 1\frac{11}{8}$ $-1\frac{1}{2} = 1\frac{4}{8} = 1\frac{4}{8}$ $\frac{7}{8}$ ANS. $\frac{7}{8}$ 1. Find least common denominator first. 2. When the numerator of the fraction to be subtracted is larger than the numerator of the minuend ($4>3$) then an additional whole number in the form of $\frac{8}{8}$ must be added to $\frac{3}{8}$. 3. Subtract numerators first. 4. Then subtract whole numbers.	
e. solve fractional word problems with addition and subtraction.	- Have students in groups of two or three make up fractional word problems involving measurement in recipes, household repair, ages of people, buildings, etc. Have each group place several on the board for others to discuss and solve.	15

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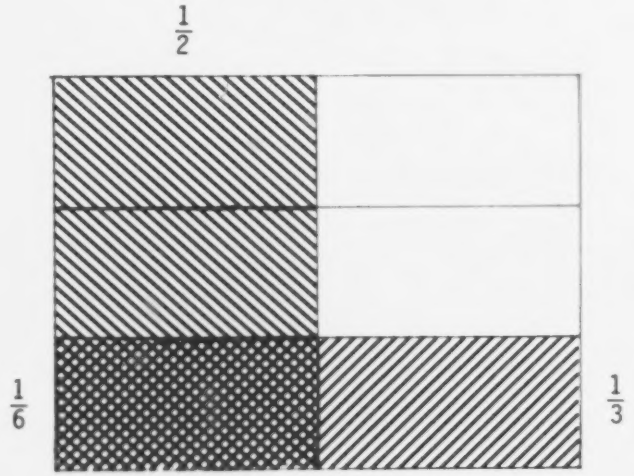
GENERAL OBJECTIVE: The learner will demonstrate an understanding of the multiplication of fractions and cancellation. The learner will also demonstrate the ability to multiply a fraction by a fraction, a fraction by a whole number, a fraction by a mixed number; and to solve fractional word problems.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will:		1
a. multiply a fraction by a fraction.	- Interpret the results of multiplying a fraction by a fraction using the problem: $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ Have students fold a sheet of paper in half lengthwise. Then fold the same piece into thirds horizontally. Have them shade in one half by drawing diagonal lines and then shade in one third by drawing diagonal lines in the opposite direction.  Explain that while multiplication of whole numbers is repeated addition, multiplication of a fraction by a fraction actually asks the question, "What part of?" In other words, "What part of $\frac{1}{2}$ is $\frac{1}{3}$?"	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	NOTE: This exercise can be expanded to demonstrate multiplication with other fractional values such as $\frac{1}{4} \times \frac{1}{6}$, $\frac{1}{8} \times \frac{1}{5}$ and so on.	
b. use cancellation to solve multiplication problems.	- Explain that cancellation is a process whereby fractions are simplified before the multiplication is done rather than after. Show problems solved both the "long way" and the "short way" through cancellation. EXAMPLES: Long Way: $\frac{3}{8} \times \frac{4}{9} = \frac{12}{72} = \frac{1}{6}$; Short Way: $\frac{\cancel{3}^{1}}{\cancel{8}_{2}} \times \frac{\cancel{4}^{1}}{\cancel{9}_{3}} = \frac{1}{6}$ $\frac{5}{8} \times \frac{2}{10} = \frac{10}{80} = \frac{1}{8}$; $\frac{\cancel{5}^{1}}{\cancel{8}_{2}} \times \frac{\cancel{2}^{1}}{\cancel{10}_{2}} = \frac{1}{8}$ Cancellation cannot be done any other way than diagonally (✕).	2, 3
c. solve multiplication problems containing a fraction and a whole number.	- Remind students that multiplication with fractions is not repeated addition but rather a determination of what part one number is of another in some way. The same principle holds true when multiplying a whole number by a fraction or a fraction by a whole number. This can be demonstrated visually in the following way: Problem: $4 \times \frac{3}{4} = ?$ 1. Draw 4 boxes representing 4 wholes. 2. Divide each box into 4 equal parts $1 = \frac{4}{4}$. 3. Check off 3 parts of each box. (You're taking $\frac{3}{4}$ of each whole.) 4. Then combine the 12 checked-off parts into a new set of wholes each containing four parts.	4

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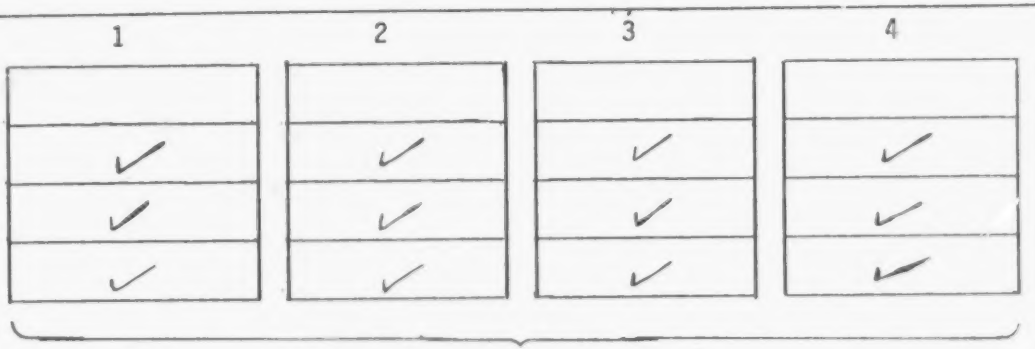
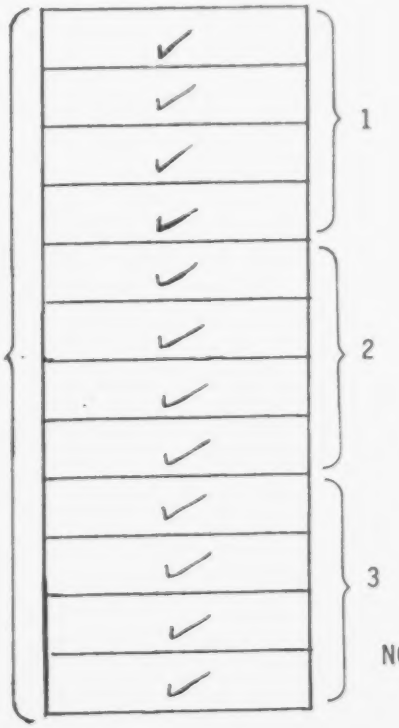
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective c continued





$\frac{12}{4}$ = 3 wholes

or

$\frac{4}{1} \times \frac{3}{4} = \frac{12}{4} = 3$

or

$\frac{\cancel{4}^{1}}{1} \times \frac{3}{\cancel{4}_{1}} = 3$

NOTE: This exercise can be expanded to demonstrate multiplication with other values such as $\frac{1}{2} \times 3$, $6 \times \frac{2}{3}$, $2 \times \frac{1}{5}$ and so on.

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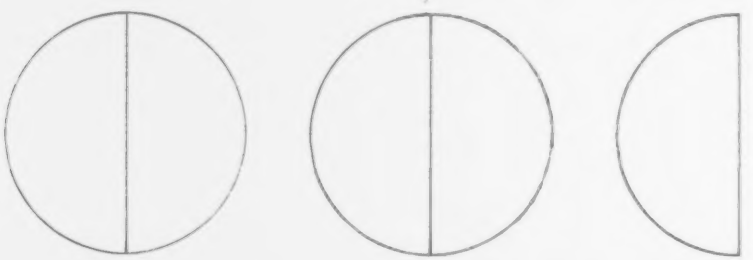
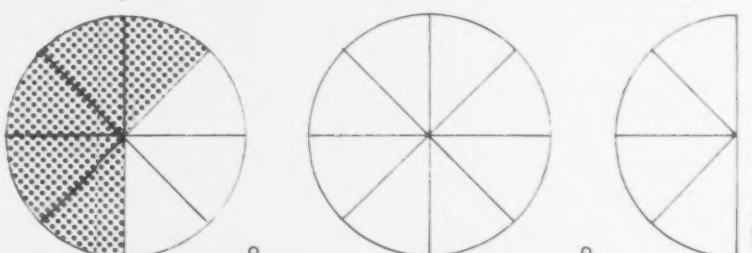
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
d. solve multiplication problems containing a fraction and a mixed number.	- Review changing a mixed number to an improper fraction and an improper fraction to a mixed number. EXAMPLE: $\left[1\frac{3}{5} = \frac{5}{5} + \frac{3}{5} = \frac{8}{5}\right]$ A short cut for which is the whole number x the denominator + the numerator or $\left[1 \times 5 = 5 + 3 = 8 \text{ or } \frac{8}{5}\right]$. - Draw circles and divide them into parts to illustrate a problem. EXAMPLE: $2\frac{1}{2} \times \frac{1}{4}$ or $\frac{5}{2} \times \frac{1}{4}$ = 1. Draw 2 wholes divided in half plus an additional $\frac{1}{2}$.  2. Divide each $\frac{1}{2}$ into 4 equal pieces. Have the students count up the total number of pieces and the number of pieces in each whole. Then have them take $\frac{1}{4}$ of the total number of pieces and shade in that area.  8 8 4 = 20	5

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective d continued	Now work the problem: $\frac{20}{8} \times \frac{1}{4} = \frac{\overset{5}{\cancel{20}}}{8} \times \frac{1}{\cancel{4}_{1}} = \frac{5}{8} \times \frac{1}{1} = \frac{5}{8}$ (The number of shaded parts in diagram.) 3. Hold a discussion with the students as to why everything turned out the way it did. This exercise can also be expanded by using other values.	
e. solve multiplication problems containing a whole number and a mixed number or two mixed numbers.	- Bring in several recipe cards for foods such as cookies, cupcakes, bread, etc. Make sure that some ingredients are expressed in mixed number amounts. Have students double, triple and quadruple the recipe. Then have them multiply the amounts by one and a half times, two and a half times and so on. EXAMPLE: Double this recipe: Chocolate Cupcakes Ingredients: $3\frac{1}{2}$ cups of flour $1\frac{1}{2}$ cups of sugar $1\frac{3}{4}$ teaspoons of baking powder $1\frac{1}{4}$ teaspoons of salt $1\frac{1}{3}$ cups of soft butter $1\frac{2}{3}$ cups of milk $4\frac{1}{2}$ squares of semi-sweetened chocolate 2 eggs 	6, 7, 8

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective e continued	Answers: 7 cups of flour 3 cups of sugar 3 $\frac{1}{2}$ teaspoons of baking powder 2 $\frac{1}{2}$ teaspoons of salt 2 $\frac{2}{3}$ cups of soft butter 3 $\frac{1}{3}$ cups of milk 9 squares of semi-sweetened chocolate 4 eggs	
f. solve fractional word problems with multiplication.	- Review key words that indicate multiplication: <u>of</u>, <u>times</u>, <u>at</u>, <u>product of</u>. - Have the students think of topics for word problems involving the multiplication of fractions. <u>EXAMPLES</u>: 1. Finding the size of a rug to cover $\frac{1}{2}$ of a room. 2. Finding the cost of $\frac{2}{3}$ of a yard of cloth. 3. Finding how much $\frac{1}{2}$ fare would be on the bus.	9

GENERAL OBJECTIVE: The learner will demonstrate an understanding of the meaning of the division of fractions and the process of inverting. The learner will also demonstrate the ability to divide a fraction by a whole number, a fraction by a fraction, fraction by a mixed number, and to solve fractional word problems.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
a. divide a fraction by a fraction.	- Hold up or draw on the chalkboard a 50¢ piece. Referring to it as half a dollar, ask how many quarters there are in a half. Written as a math problem the question, "How many quarters are there in a half dollar?" translates to: $\frac{1}{2} \div \frac{1}{4} = 2$ Using other problems with common fractions, have students interpret for you the meaning of these problems in terms of "How many are there in?" EXAMPLES: 1. The number of eighth teaspoons in a half teaspoon $(\frac{1}{2} \div \frac{1}{8} = 4)$. 2. The number of dimes in thirty cents $(\frac{3}{10} \div \frac{1}{10} = 3)$. Using the same examples explain to students that, unlike multiplication of fractions, the answer to a division problem cannot be gotten by multiplying the two numerators together and the two denominators together. $\frac{1}{2} \div \frac{1}{4} = \frac{1}{8}$ The last fraction in a division problem must be inverted before multiplication. $\frac{1}{2} \div \frac{1}{4} = \frac{1}{1\cancel{2}} \times \frac{\cancel{4}^{2}}{1} = 2$ $\frac{1}{2} \div \frac{1}{8} = \frac{1}{1\cancel{2}} \times \frac{\cancel{8}^{4}}{1} = 4$ $\frac{3}{10} \div \frac{1}{10} = \frac{3}{1\cancel{10}} \times \frac{\cancel{10}^{1}}{1} = 3$	1 479

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	Explain this process of division of fractions by comparing multiplication with division. Use the half dollar example again. One way to answer the question "How many quarters are in a half a dollar?" is to know that there are 4 quarters in a dollar and $\frac{1}{2}$ of 4 is 2. Or, in other words $\frac{1}{2} \times \frac{4}{1} = 2$, the inverse $\frac{1}{2} \div \frac{1}{4}$.	
b. divide a whole number by a fraction.	Draw three bars to illustrate the division problem $3 \div \frac{1}{3}$. Divide the bars into thirds. Count the number of thirds and present the total as the answer. 3 + 3 + 3 = 9 Work the problem as a division problem reminding students that the whole number is placed above one and the last number is inverted before multiplying. $3 \div \frac{1}{3} = \frac{3}{1} \div \frac{1}{3} = \frac{3}{1} \times \frac{3}{1} = \frac{9}{1} = 9$ Have the students work these additional problems; drawing bars to illustrate each. 1. $4 \div \frac{1}{5} =$ 2. $2 \div \frac{1}{4} =$ 3. $5 \div \frac{3}{4} =$ 4. $6 \div \frac{2}{3} =$	2

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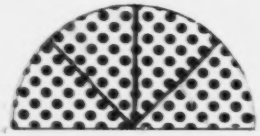
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
c. divide a fraction by a whole number.	Explain division of a fraction by a whole number using the example $\frac{1}{2} \div 4 =$. Interpret the $\frac{1}{2}$ in terms of $\frac{1}{2}$ a pie or orange. The problem calls for the half pie or orange to be split 4 ways. Have students draw a half circle and divide it into 4 equal parts to represent $\frac{1}{2} \div 4$. $\frac{1}{2} \div 4 =$  Have them look at the semicircle noting that actually what has occured is that the semicircle has been divided into $\frac{1}{4}$'s . Draw an analogy to the steps involved in solving problems containing a fraction divided by a whole number: EXAMPLE: $\frac{1}{2} \div 4 = \frac{1}{2} \div \frac{4}{1} = \frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$ In other words, $\frac{1}{4}$ of $\frac{1}{2}$ is equal to $\frac{1}{8}$ of the whole. NOTE: This exercise can be expanded to demonstrate division with other fractional and whole number values such as $\frac{3}{4} \div 8 =$, $\frac{1}{2} \div 5 =$ and so on.	3

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
d. divide a mixed number by a fraction.	- Give students several problems where mixed numbers are divided by fractions. Have them identify from a column the appropriate rewritten multiplication form for each problem. Each re-written multiplication form could correspond to a letter of the alphabet. When all the corresponding letters have been written down, they form a word.	4

EXAMPLE:

Column A

1. $2\frac{1}{3} \div \frac{3}{4}$ d
2. $5\frac{1}{4} \div \frac{2}{5}$ i
3. $1\frac{1}{3} \div \frac{1}{2}$ v
4. $7\frac{1}{2} \div \frac{5}{6}$ i
5. $3\frac{1}{3} \div \frac{1}{3}$ d
6. $8\frac{5}{6} \div \frac{2}{9}$ e

Column B

$\frac{10}{3} \times \frac{3}{1}$	d
$\frac{15}{2} \times \frac{6}{5}$	i
$\frac{4}{21} \times \frac{2}{5}$	b
$\frac{7}{3} \times \frac{4}{3}$	d
$\frac{2}{15} \times \frac{5}{6}$	c
$\frac{4}{3} \times \frac{2}{1}$	v
$\frac{21}{4} \times \frac{5}{2}$	i
$\frac{3}{10} \times \frac{1}{3}$	s
$\frac{53}{6} \times \frac{9}{2}$	e

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
e. divide a mixed number by a whole number.	- Have the students attempt to list in order all the operations they would have to perform to work a problem where a mixed number is divided by a whole number. EXAMPLE: $2\frac{3}{5} \div 4 = ?$ Step 1: Convert the mixed number into an improper fraction, $\frac{13}{5}$. Step 2: Place the whole number above 1 making it a fraction, $\frac{4}{1}$. Step 3: Invert the whole number, $\frac{1}{4}$. Step 4: Multiply, $\frac{13}{5} \times \frac{1}{4} = \frac{13}{20}$. $\left[2\frac{3}{5} \div 4 = \frac{13}{5} \div \frac{4}{1} = \frac{13}{5} \times \frac{1}{4} = \frac{13}{20}\right]$	5
f. divide a fraction by a mixed number.	- Have students take several sheets of paper cut into roughly 4" by 6" pieces. Have them use the paper for flash cards making up fractions to go on some of the cards and mixed numbers to go on others. Students can then use the cards to create division problems containing fractions and mixed numbers. - Students could also use cards to create both problems containing fractions divided by mixed numbers and problems containing mixed numbers divided by fractions. Both kinds of problems could be compared and contrasted through discussion with other students in the same course.	6
g. divide a whole number by a mixed number and a mixed number by a mixed number.	- Introduce the steps involved in dividing a whole number by a mixed number. Have students list and review the various kinds of fractional division problems enumerating the steps involved and giving examples. 1. Divide a fraction by a fraction. $\frac{1}{3} \div \frac{1}{5} = ?$ 2. Divide a whole number by a fraction. $3 \div \frac{1}{5} = ?$	7, 8

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective g continued	3. Divide a fraction by a whole number. $\frac{1}{5} \div 3 = ?$ 4. Divide a mixed number by a fraction. $3\frac{2}{5} \div \frac{1}{5} = ?$ 5. Divide a mixed number by a whole number. $3\frac{2}{5} \div 5 = ?$ 6. Divide a fraction by a mixed number. $\frac{1}{5} \div 3\frac{2}{5} = ?$ 7. Divide a whole number by a mixed number. $5 \div 3\frac{2}{5} = ?$ 8. Divide a mixed number by a mixed number. $5\frac{1}{3} \div 3\frac{2}{5} = ?$	

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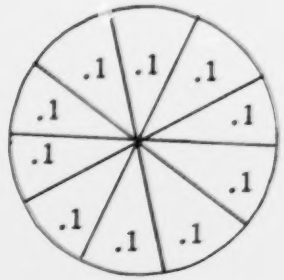
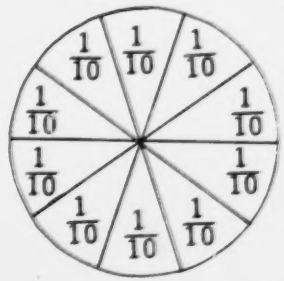
Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
h. solve fractional word problems with division.	- Review key words that indicate division: cut, split, share, divide, and part of. - Give students a set of fractional word problems. Have them distinguish which should be solved by multiplication and which should be solved by division.	9

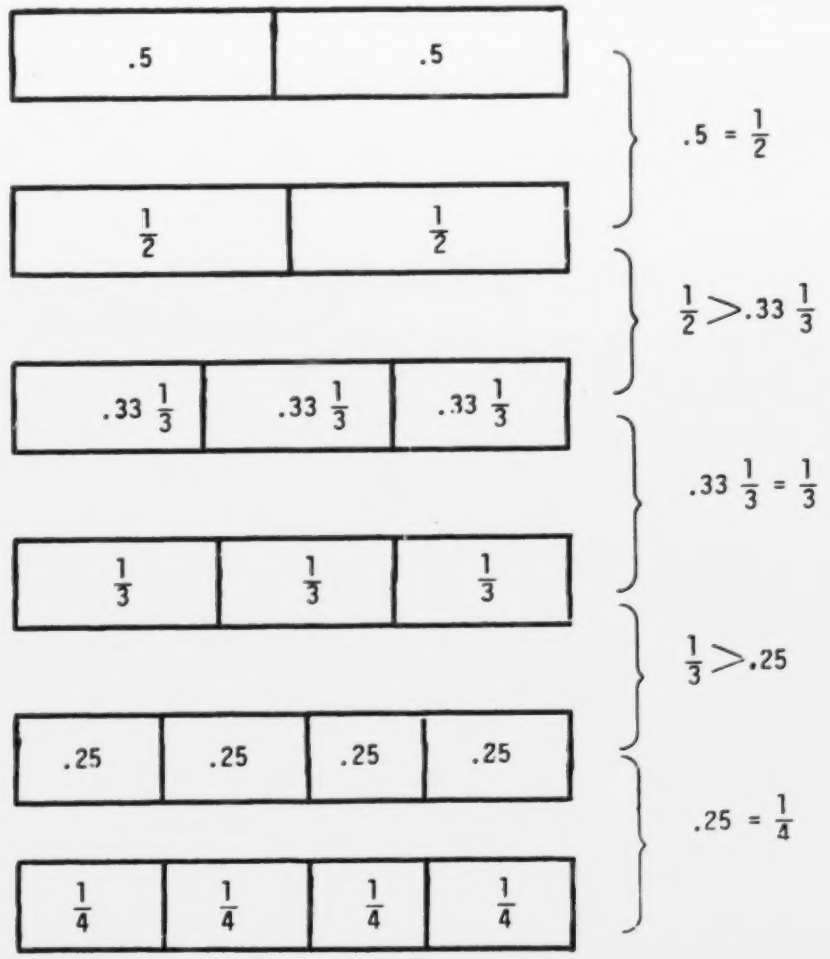
GENERAL OBJECTIVE: The learner will demonstrate an understanding of the relationship of fractions and decimals. The learner will also demonstrate the ability to compare, add and subtract decimal and fractional values, and to solve decimal and fractional word problems.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. demonstrate the relationship of fractions to decimals and decimals to fractions.	- NOTE You may need to review with your students decimal place value and other decimal concepts from the 500 and 600 level courses. - Define a decimal as a fraction whose denominator is a power of ten. Use money to demonstrate further the relationship of fractions to decimals. EXAMPLES: Penny = .01 or $\frac{1}{100}$ of a dollar. Dime = .1 or $\frac{1}{10}$ of a dollar. Quarter = .25 or $\frac{25}{100}$ ($\frac{1}{4}$ when reduced to lowest terms) of a dollar. Half-Dollar = .5 or $\frac{5}{10}$ ($\frac{1}{2}$ when reduced to lowest terms) of a dollar. Have students demonstrate various relationships with actual change. EXAMPLES: Nickel = 5 pennies = $.05 = \frac{5}{100} = \frac{1}{20}$ Dime = 10 pennies = $.1 = \frac{10}{100} = \frac{1}{10}$ Dime = 2 nickels = $.05 + .05 = .1$ or $\frac{5}{100} + \frac{5}{100} = \frac{10}{100} = \frac{1}{10}$ ($\frac{1}{10} = .1$) Quarter = 25 pennies = $.25 = \frac{25}{100} = \frac{1}{4}$	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	$\frac{10}{100} + \frac{10}{100} + \frac{5}{100} = \frac{25}{100} = \frac{1}{4}$ $(.25 = \frac{1}{4})$ Half-dollar = 50 pennies = $.5 = \frac{50}{100} = \frac{1}{2}$ Half-dollar = 5 dimes = .1 + .1 + .1 + .1 + .1 = .5 $\frac{10}{100} + \frac{10}{100} + \frac{10}{100} + \frac{10}{100} + \frac{10}{100} = \frac{50}{100} = \frac{1}{2}$ $(.5 = \frac{1}{2})$ - Have the students draw geometric shapes and divide each into parts to further demonstrate the relationship of fractions and decimals. EXAMPLES:   	
b. compare fractional values to decimal values and decimal values to fractional values.	- Have students take several strips of paper 2" by 10". Have them divide each strip into various numbers of equal parts and label each with one of the following fractional or decimal values: Decimals: 1.0, .1, .5, .25, $.33\frac{1}{3}$ Fractions: $\frac{1}{1}, \frac{1}{10}, \frac{1}{2}, \frac{1}{4}, \frac{1}{3}$ Now have the students select a strip and match it with others in order to	1,2

MATH 802

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	determine which values are less than ($<$), greater than ($>$) or equal to ($=$) the fractional or decimal value marked on the strip. EXAMPLES:	



Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Demonstrate how to convert fractions into decimals. Begin first with fractions that convert to terminating decimals. Then use fractions which convert to repeating decimals. EXAMPLE: Write $\frac{5}{8}$ as a decimal. STEP 1: Write the problem as a division problem dividing the numerator by the denominator (top by bottom). $8\overline{)5}$ STEP 2: Add a decimal point and at least two zeros after the dividend. $8\overline{)5.00}$ STEP 3: Divide. $8\overline{)5.000}$ = .625 40 20 16 40 40 .625 is a terminating decimal because the denominator divides evenly into the numerator. Explain that .625 can be rounded off to two places (.63) or can be written as a decimal carried out to the hundredths with the fractional remainder left from the division of the numerator by the denominator.	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises

Specific objective b continued

$$\begin{array}{r} .62 \\ 8\overline{)\,5.00} \\ 48 \\ \hline 20 \\ 16 \\ \hline 4 \end{array}$$

$\frac{4}{8} = \frac{1}{2}$ (Therefore, the answer would be $.62\frac{1}{2}$.)

Have students continue practicing conversion with terminating decimals.

Demonstrate to students that some denominators will never divide evenly into their numerators. Fractions of this sort form repeating decimals because, in other words, they cannot be converted evenly into powers of ten, the values on which the decimal system is based.

EXAMPLE:
Write $\frac{2}{3}$ as a decimal.

Use the same steps for converting a fraction to a terminating decimal in order to arrive at the following division problem:

$$\begin{array}{r} .6666 \\ 3\overline{)\,2.0000} \\ 18 \\ \hline 20 \\ 18 \\ \hline 20 \\ 18 \\ \hline 20 \\ 18 \\ \hline 2 \end{array}$$

(Repeating digits in answer.)

(Repeating numbers in calculations.)

Indicate that the student can either round off the quotient to a value like .67 or use the fractional remainder, $66\frac{2}{3}$.

- Have students continue practicing conversion with other terminating and repeating decimals.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	- Demonstrate how to write a decimal as a fraction by having the students indicate what power of ten the decimal should be placed over and whether or not the resulting fraction should be reduced. EXAMPLES: 0.55 = 55 hundredths = $\frac{55}{100}$ $\frac{55}{100}$ can be reduced to $\frac{11}{20}$ Additional decimals to convert: 1) 3.75 = 6) 0.7 = 2) 0.002 = 7) 8.4 = 3) 0.18 = 8) 0.58 = 4) 0.6 = 9) 4.05 = 5) 2.015 = 10) 0.625 = - Have the students use decimal/fractional conversions to compare the following pairs of decimals and fractions. EXAMPLE: Compare $\frac{2}{3}$ and .62. $\frac{2}{3}$ = .66 $\frac{2}{3}$ → .66 $\frac{2}{3}$ > .62 → Therefore $\frac{2}{3} > .62$. Compare the following numbers: 1. $\frac{1}{3}$, 0.36 6. 0.6, $\frac{5}{6}$ 2. $\frac{3}{10}$, 0.295 7. .892, $\frac{9}{10}$ 3. $\frac{3}{4}$, 0.175 8. $\frac{5}{12}$, 0.44	503

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective b continued	4. 3. 86, $3\frac{7}{8}$ 9. $\frac{1}{20}$, 0.05 5. 0.16, $\frac{1}{9}$ 10. $\frac{5}{6}$, 0.71	
c. solve addition and subtraction problems containing both fractional and decimal values.	- Work with students in making a fraction/decimal equivalency chart putting terminating decimals on one side and repeating decimals on another.	3

Terminating	Repeating
$\frac{1}{2} = 0.5$	$\frac{1}{3} = 0.33\frac{1}{3}$
$\frac{1}{4} = 0.25$	$\frac{2}{3} = 0.66\frac{2}{3}$
$\frac{3}{4} = 0.75$	$\frac{1}{6} = 0.16\frac{2}{3}$
$\frac{1}{5} = 0.2$	$\frac{5}{6} = 0.83\frac{1}{3}$
$\frac{2}{5} = 0.4$	$\frac{1}{7} = 0.14\frac{2}{7}$
$\frac{3}{5} = 0.6$	$\frac{1}{9} = 0.11\frac{1}{9}$
$\frac{4}{5} = 0.8$	
$\frac{1}{10} = 0.1$	
$\frac{3}{10} = 0.3$	
$\frac{7}{10} = 0.7$	
$\frac{9}{10} = 0.9$	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	Have students use the chart as an aid for solving addition and subtraction problems containing both fractional and decimal values. EXAMPLES: 1. $\frac{1}{2}$ - .25 = ? 2. .4 - $\frac{1}{5}$ = ? 3. $\frac{5}{6}$ + .33$\frac{1}{3}$ = ? 4. $\frac{3}{4}$ + .2 = ?	
d. solve word problems containing both fractional and decimal values with addition and subtraction.	- Divide students into pairs. Have one student work a set of addition and subtraction word problems containing fractional and decimal values by changing all fractions into decimals. Have the other student solve the same problems by changing all decimal values into fractions. They should discuss together which problems were easier to work as fractions and which were easier to work as decimals.	4

GENERAL OBJECTIVE: The learner will demonstrate an understanding of all concepts in 701 through 803. The learner will also demonstrate the ability to multiply and divide decimal and fractional values.

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
The learner will: a. solve multiplication problems containing fractional and decimal values.	- Review the following concepts with the students demonstrating how knowing each could aid in quickly solving multiplication or division problems containing both fractional and decimal values. 1. Divisibility rules for multiples of 2, 3, 9 and 10 (Course 702). 2. Cancellation (Course 703). 3. Common decimal/fractional equivalencies (Course 801). EXAMPLE: Write the problem: $\frac{8}{15} \times 0.75 = ?$ By knowing common decimal/fractional equivalencies one can immediately see that .75 = $\frac{3}{4}$. Upon visualizing the problem as $\frac{8}{15} \times \frac{3}{4}$, the student who understands the divisibility of multiples of 2 and 3 and the process of cancellation will also be able to quickly work out the problem. $\frac{2}{5}\frac{\cancel{8}}{\cancel{15}} \times \frac{\cancel{3}^{1}}{\cancel{4}_{1}} = \frac{2}{5}$ or .40 Point out that to have converted $\frac{8}{15}$ to a decimal and then to multiply that answer by .75 would have taken longer and may have even required estimtion. .533 1/3 15)8.000 7 5 50 40 50 45 .75 x .53 225 375 .3975 Rounded off the answer would be .40.	1

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Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective a continued	Now present the students with a contrasting situation. EXAMPLE: Write the problem $\frac{3}{5} \times 0.62 = ?$ Knowing fractional/decimal equivalencies helps students see that the problems can be quickly solved as .6 x .62. $\begin{array}{r} .62 \\ \times\ .6 \\ \hline .372 \end{array}$ Students can rule out fractional multiplication as an alternative by applying what they know about divisibility and cancellation. In other words $\frac{3}{5} \times \frac{62}{100}$ does not present the opportunity for quick solution by cancellation. Solving the problem would be a long drawn out process. $\frac{3}{5} \times \frac{62}{100}$ (No cancellation, but $\frac{62}{100}$ can be reduced.) $\frac{3}{5} \times \frac{31}{50}$ (No cancellation, multiply numerators together then demoninators.) $\frac{3 \times 31}{5 \times 50} = \frac{93}{250}$ - Give the students a set of additional multiplication problems containing both fractions and decimals. Have them indicate before working each problem whether it would be more easily solved as a fraction problem or a decimal problem and why. Additional problems: 1. $1.73 \times \frac{2}{5} =$ 2. $.42 \times 1\frac{1}{2} =$ 3. $\frac{2}{3} \times .9 =$ 4. $.21 \times \frac{2}{7} =$ 5. $\frac{1}{4} \times .63 =$ 6. $\frac{4}{9} \times .27 =$	

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
b. solve division problems containing both fractional and decimal values.	- Bring a clock, a watch with a second hand, or a stop watch to class. Have each student first work a set of division problems containing both fractions and decimals as fraction problems; then work the same problems as decimal problems. Have students write down how much time it took them to work each problem. EXAMPLE: As decimals (Minutes Seconds) As fractions (Minutes Seconds) 1. $.36 \div 1\frac{1}{2} =$ _____ _____ _____ _____ 2. $\frac{3}{8} \div .75 =$ _____ _____ _____ _____ 3. $.54 \div \frac{3}{4} =$ _____ _____ _____ _____ 4. $3.25 \div \frac{3}{4} =$ _____ _____ _____ _____ 5. $\frac{1}{10} \div .24 =$ _____ _____ _____ _____	2
c. review these major concepts or skills previously introduced in 701 through 803: vocabulary and symbols related to fractional equivalencies, the relationship of fractions to decimals and decimals to fractions, fractional and decimal computations, and word problems involving the four basic operations.	- Before beginning the review bring together students working on fractions and decimals for a round table discussion of any or all of the following topics: 1. How were you taught fractions and decimals before in school? Is it the same way you were taught here? Is it different? What additional things have you learned? 2. Do you know of any other ways of working decimal or fraction problems than the ways we do it in class? Did anyone figure out any systems or tricks for working decimal or fraction problems over the last few weeks? (Have the students demonstrate for the group their ideas, systems or tricks for working decimal or fraction problems. Explore with them whether or not these systems or tricks really work.)	Review

Specific Objectives:	TEACHING/LEARNING ACTIVITIES	Supplementary Exercises
Specific objective c continued	3. How many of you prefer working with fractions over decimals? Why? With decimals over fractions? Why? When given a problem containing both fractions and decimals, should your reason for working it one way or the other be based on what you like to do or on some other reason? What would be some other reasons? 4. In our review of fractions and decimals, what points do you think should be emphasized? Where do you need the most practice? The least? What are your suggestions for how we should conduct the review? 5. How is knowing about fractions and decimals going to help us in our everyday lives? - Bring a calculator to class. Give a group of students a set of fraction and decimal problems containing some problems involving each of the four basic operations, some word problems and some problems containing both fractions and decimals. Have them figure how they can use the calculator to help solve the problems.	

appendices

INTERNAL RESOURCES AND MATERIALS

Regional Office. You will find textual materials, duplicating services and informational services at your Regional Office. Regional Directors and Assistant Regional Directors handle regional administration and are ombudsmen between the Training Specialists and the Adult Learning Skills Program administrators.

Instructional Development. Instructional Developers aid Training Specialists with classroom and lesson organization and management, suggest appropriate materials and provide general educational services and resources. They visit classes on a rotating basis, but you are free to call them at 624-7300, ext. 216 or 217, to request a visit, ask for information or discuss a problem. The Instructional Development Department plans and holds orientation sessions and in-service workshops for Training Specialists and welcome suggestions regarding topics you would like to have addressed.

The Learning Resource Center at 3901 South State Street, through its components (the Audio-Visual Center, the library and PLATO), provides material resources and services to assist students and staff of the Adult Learning Skills Program. The Reading Laboratory assists students with special needs in reading; Northern Area Adult Education Service Center provides materials and services to Training Specialists.

The Audio-Visual Center (phone: 624-7300, extension 205). Has a wide range of non-print materials in many subject areas. (See Appendix C for a list of A-V materials correlated to Intermediate courses.)

1. Materials available for loan are: films, filmstrips, sound filmstrips, filmloops, slides, kits, cassettes, games, transparencies, charts, posters, pictures, maps. Classes may be brought in to use videotape equipment and television sets. All A-V materials are listed in the library card catalog.

2. The A-V Specialist is available to help Training Specialists in the production of instructional materials. Overhead transparencies can be made from typed, printed or photocopied originals; printed materials may be sandwiched in plastic for clean safekeeping; cassettes may be duplicated. If a class is brought to 3901 during the day, A-V Specialists are available for assistance in videotaping projects.

3. Training Specialists may check out equipment and materials for one week with the approval of their Assistant Regional Director. It is the responsibility of the Training Specialist to make sure that this approval is transmitted to the A-V Specialist either by phone or in writing. In special cases, arrangements may be made with the A-V Specialist for a longer loan.

4. A basic utilization plan for audio-visual materials involves five steps:*

   a. Preview is essential. Then plan how you will introduce the audio-visual aid and how you will tie the experience into the flow of activities and thus make it useful and relevant.

   b. See that necessary materials and equipment are reserved, on hand, properly set up and ready to use.

   c. Introduce the item, tell why is being used at that time; briefly describe what it covers, stress what is important to learn from it. Tell students what they will be expected to do afterwards (test, discussion, simple enjoyment, etc.).

   d. Be sure everyone can see and hear. Interrupt if learning will be aided.

   e. Follow up as planned.

The Library (phone: 624-7300, extension 218). Maintains a sizeable collection of printed resources.

1. Library resources are geared primarily to adult education and job skills but also include several collections:

   a. General collection: titles which can be checked out for two weeks;

   b. Reference collection: general and specialized reference and informational tools such as encyclopedias, dictionaires, handbooks, etc.;

   c. Reserve collection: materials that have been placed on restricted circulation because of anticipated heavy usage, as well as multiple copies (15 copies or more) of instructional and preparatory materials for GED, ESL and other adult basic education materials;

   d. Professional collection: several hundred volumes dealing with theory and methodology of adult education which circulate to Training Specialists and administrators;

   e. Periodicals: about 100 magazines and newspapers (back issues of magazines are kept for one year and newspapers for one month);

   f. A collection of Illinois college catalogs.

2. A library card will be issued upon request to any student or staff member currently enrolled/employed with the ALSP. An ALSP student may use books outside of the library which have been checked out by a Training Specialist (with assumption of responsibility for return by the Training Specialist).

*adapted from Adult Basic Education Sourcebook, Northern Area Adult Education Service Center.

3. All books (except reserve materials) circulate for two-week periods with renewal privileges, providing no hold request has been made. All books must be returned to the circulation desk for renewal. The reference collection, vertical file materials and periodicals do not circulate.

4. No more than three books can be outstanding at any given time on a library card. (Exception: Training Specialists may check out multiple copies of GED, ESL and other adult education materials for classroom use.)

5. A ten cents per day fine will be charged against each overdue book.

6. Library hours are: 8:30 A.M. until 7:00 P.M., Monday through Thursday and 8:30 A.M. until 4:30 P.M. on Friday.

PLATO Computerized Teaching (Programmed Logic for Automated Teaching Operations) (phone: 624-7314)

1. PLATO is a computer network geared to teaching and research. The terminals at the City Colleges are part of a network of over a thousand terminals located at schools and universities throughout the United States.

2. PLATO currently provides over 5,000 hours in instruction in over 90 subject areas, including basic, intermediate and advanced courses in the ABE/GED areas of reading, English and mathematics, and United States and State of Illinois Constitutions and Flag Code.

3. PLATO ABE/GED programs contain a pretest, individualized, prescriptive instruction, and a posttest. Creative presentation of programmed learning and simplicity of the computer equipment help to build confidence and independence in the student. PLATO usage does not require knowledge of computers and generally requires only minimal typing skills. Since PLATO keeps an ongoing record of each student's progress, instructors can easily obtain useful data such as student's time on a lesson, the number of lessons completed, and the scores on quizzes.

4. PLATO may be best utilized by allowing for at least two periods per week of class instruction at the PLATO center. Also, students who desire review, reinforcement or advanced work can ask a PLATO staff member to enter them in an appropriate PLATO course and can thus study on their own, at their own pace.

5. Instructors can utilize PLATO as a supplement to classroom instruction by making arrangements with a PLATO site director. There is a list of currently offered subjects always available as well as all the lessons, aids, and resources of the PLATO network.

6. Training Specialists as well as students are allowed to use PLATO simply by making arrangements with a PLATO staff member at any Chicago City College and selecting a subject area from a list of currently offered subjects.

7. To participate in a PLATO management training workshop, call Dr. Chris Dimas at 977-2536.

The Reading Laboratory (phone 624-7300, extension 215 or 238)

may be used by Training Specialists and students.

1. ALSP Training Specialists may visit the Reading Lab to observe a demonstration of methods and materials in teaching reading.

2. Training Specialists should recommend students with special reading needs that cannot be handled in the classroom to attend the Reading Lab. Where possible the student is to be dropped from the regular class assignment and reassigned to the Reading Lab.

Northern Area Adult Education Service Center (phone: 924-0743)

is located in the Learning Resource Center.

1. There is a three-week loan on adult education books and materials. Sign-out required, but no card necessary. Professional books, teaching materials such as GED preparation books, textbooks in reading, English and math, and catalogs of available publications.

2. Consultation on a problem you may have as a teacher of adults is available by phone or in person. This might include curriculum and teaching methods, designing materials, or graduate programs available from colleges and universities in Illinois.

3. Each fall, the Service Center sponsors a major adult education conference including workshops featuring adult basic education specialists. For more information about conferences and professional organizations, telephone the Service Center.

4. To place your name on a mailing list for a free quarterly ABE/GED/ESL newsletter, phone or write to the Service Center. The Adult Education Reporter articles include the philosophy of teaching adults, classroom management, listings of professional organizations, and community resources in the Chicago area.

5. Handbooks are available on loan or at low cost. These include Adult Basic Education Sourcebook: Answers to Questions Commonly Asked by ABE/GED Instructors, Materials Evaluation Handbook, designed to aid teachers to determine appropriateness of skill level and content of materials they are considering using or designing for their classes; and a Preservice Manual, intended to introduce the new adult literacy teacher to useful approaches to the classroom, available resources, and the profession of adult education.

   Also see listing for the Service Center under EXTERNAL RESOURCES Appendix B.

A SAMPLING OF EXTERNAL RESOURCES

Northern Area Adult Education Service Center, Chicago Office, 3901 S. State St., Chicago 60609. Phone: 924-0743. This state-funded, comprehensive Service Center for adult educators has a wide range of professional and curriculum materials for loan. Technical assistance in meeting classroom and program needs is also offered. A newsletter of professional interest is available on request. A special guide for new ABE/GED instructors, Getting Started, provides important information and ideas. Workshops on all aspects of adult education are offered, as well as information about graduate courses from the following institutions: Governor's State University, National College of Education, Northeastern Illinois University, Northern Illinois University, Roosevelt University, University of Illinois--Chicago Circle, University of Illinois--Urbana (Extension), University of Wisconsin at Milwaukee. The resources of the Service Center's DeKalb office are also accessible through the Chicago office.

The Educational Resource Information Center (ERIC) is a clearinghouse for educational research and reports. The Northern Area Adult Education Service Center, Chicago Office, offers special assistance in doing ERIC searches. (Search fee, $2.00.) Training Specialists may also contact the ERIC Clearinghouse on Vocational and Adult Education directly at 1960 Kenny Road, Columbus, OH 43210. Phone 614-486-3666, for pamphlets summarizing research in various areas.

Northern Area ESL/Adult Education Service Center (Northwest Educational Cooperative), 500 S. Dwyer Avenue, Arlington Heights, IL 60005. Phone: Library, 870-4113; Office, 870-4130. The library houses a large collection of ESL materials, many useful for ABE. Special intermediate ESL reading materials teach specific skills (e.g. skimming, scanning, vocabulary in context) sequentially. Other ESL materials can be used for levels 1-4 and for perceptually handicapped adult learners. The Center also offers technical assistance in all areas of ESL, and workshops for adult ESL teachers. For assistance, contact Dennis Terdy, Project Manager.

Career Guidance Center, 185 N. Wabash, Room 800, Chicago 60601. Phone: 977-2588. Provides technical assistance, workshops, publications, and audio-visual aid loans for various aspects of career planning and career education, including interest assessment, training, and employment. The Center serves teachers, counselors, and other professionals involved in career guidance.

Career Development Center at Loop College, 30 E. Lake, 2nd Floor, Room 214, Chicago 60601. Phone: 781-9430. A branch of the Career Guidance Center, administered through the Academic Support Center, Ms. Bobbie Bradley, Director. Provides direct services to adult students living in Chicago with job placement, cooperative education, vocational assessment, counseling, etc. Also houses the professional resource collection of the Career Guidance Center.

C.E.C.I.L. (Career Education Center Information Line). A telephone playback system. Call 977-2596 to hear a tape or request a catalog. Over 200 informational tapes, 3-5 minutes long, on a variety of career guidance and personal development topics can be heard. Topics include: weekly job news in 12 career areas; career planning information by job and worker trait groups (e.g. qualifications, working conditions, aptitudes needed, physical demands); getting and keeping a job; helping oneself (issues that affect life and living); counseling tapes (on personal, emotional, and interpersonal growth).

Literacy Volunteers of Chicago, 207 S. Wabash, Chicago 60604. Phone: 663-0543. Recruits and trains volunteers in basic literacy and conversational ESL. Provides tutoring for adult students at 16 sites throughout Chicago, with additional sites planned at selected Chicago Public Library branches. LVC also provides technical assistance to groups wishing to establish their own Literacy Volunteers affiliated tutoring programs.

Illinois Migrant Council, 1642 S. Halsted, Chicago Heights, IL 60411. Phone: 761-1500. Services are available at this office to Chicago residents in need of information and counseling.

Community Referral Service of the United Way. Phone 322-0580. Provides referrals and contacts for meeting special needs of adult students (and others) in the community. Staffed by social workers and information/referral specialists.

Literacy Council of Chicago, 220 S. State Street, Chicago 60604. Phone: 939-0178. Provides workshops and demonstrations of phonics teaching systems. Affiliated with National Association for Literacy Advance (Laubach Literacy International). Call for information or before visiting to review materials.

The Teacher's Store, 324 S. Wabash, Chicago 60604. Phone: 922-5507. Materials for purchase. Basically for grades 1 through 8, but some materials are adaptable to adult education. Bulletin board materials, duplicating masters, manipulables, etc.

Teachers' Centers are cooperatives where teachers can get together to develop materials. North, south, and suburban locations. Call: Chicago Association for the Education of Young Children, 427-5399.

Sun-Times Newspaper in Education Program, School Services Department, The Chicago Sun-Times, 401 N. Wabash. Phone: 321-2778. Subscriptions available for half-price (minimum 25 for 4 weeks); special services--workshop presentations, curriculum guides, activity cards, filmstrips for loan; weekly "Viewpoint" section; monthly teacher newsletter ("Focus"); other services available to teacher subscribers at no charge.

Chicago Tribune, Educational Services Department, 435 N. Michigan, Chicago 60611. Phone: 222-2286. Subscriptions available at half-price (minimum 25 for 4 weeks) entitle you to special free services and resources. Choose from "Background Reports" on current interest topics, written to stimulate discussion and independent study. Teacher aids available at different levels (high school, elementary, etc.), and adaptable for adult learners.

Speakers from major industries are available. Contact the following to make arrangements: Illinois Bell Telephone Co. (800-972-0492, free catalog available); Service Corps of Retired Executives/SCORE (Write: SCORE, c/o Small Business Association, 219 S. Dearborn, Chicago 60604 to inquire about speakers on particular topics RE: business and employment); and other sources.

Chicago Public Library offers many special services. The "Study Unlimited" program, a self-paced videotape program of GED, CLEP, credit-and non-credit City Colleges courses, is available at the following branches: Central Library, Chicago Lawn, Edgewater, Martin Luther King Jr., Portage-Cragin, South Chicago, Toman, and Woodson. Others services include: Harsh Afro-American Collection (Woodson Branch, 9525 S. Halsted), Services for the Deaf (4536 N. Lincoln, 728-2062), Illinois Regional Library for the Blind and Physically Handicapped (1055 W. Roosevelt Road, 738-9210), and DIAL-LAW (644-0800), DIAL-PET (342-5738), and the Information Center (269-2800) information services.

GED

GED Testing Information; For sites, times, dates and requirements of tests, contact the Educational Service Region of Cook County, 33 West Grand Ave., Chicago, IL 60610. Phone: 443-5000 or 5192.

GED Practice Tests; Write to: Cambridge, The Adult Education Company, 888 Seventh Avenue, New York, NY 10106, or call 800-221-4600.

PROFESSIONAL ASSOCIATIONS

Illinois Adult Continuing Educators Association (I.A.C.E.A), Donna Moyers/Bill McVey, Membership, c/o School District U-46, 360 DuPage Street, Elgin, IL 60120. SPECIAL NOTE: Part-time Training Specialists can join at the reduced rate of $10.00/year.

American Association for Adult Continuing Education, 1201 Sixteenth St. N.W., Suite 301, Washington, D.C. 20036. Membership: Associate, $35.00/year; Student (full-time, college or university), $35.00/year.

Illinois Teachers of English to Speakers of other Languages and Bilingual Education (Illinois TESOL/BE), Elliot Judd, Executive Secretary, Department of Linguistics, University of Illinois-Chicago Circle, Chicago 60680, Membership: $8.00/year.

Teachers of English to Speakers of Other Languages (TESOL), 202 D.C. Transit Building, Georgetown University, Washington, D.C. 20057. Membership: $30.00/year. NOTE: TESOL has two Interest Sections of special interest: ESL in Adult Education, and Teaching Standard English as a Second Dialect.

SPECIAL PUBLICATIONS

Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455. Phone: 800-322-3905. A free catalog listing adult and vocational education resources, mostly developed here in Illinois, and at nominal costs, is available.

CORRELATION OF AUDIO-VISUAL MATERIAL WITH INTERMEDIATE LEVEL COURSES

The following is a list of audio-visual materials correlated to intermediate course subjects. This list represents a sampling of the materials available in the Audio-Visual Department of the Learning Resource Center at the Chicago Urban Skills Institute. This software, along with overhead projectors, cassette players and movie projectors and screens may be borrowed for a period of two weeks. Videotapes and TV sets may not leave the building but you can arrange with the Learning Resource Center to bring a class in to view them.

A-V MATERIALS FOR THE TRAINING SPECIALIST

How to Teach Tasks, Skills and Concepts (sound filmstrip with 33 1/3 rpm record).
Designed to teach faculty how to teach these skills. Entire program, with tests and activities, takes two hours. 370.7 HOW.

Habits and Learning (filmstrip with teacher's guide). The psychology of learning.
153.1 HAB.

Introduction to PLATO (videocassette). 11 minutes. Overview of the PLATO system with examples of PLATO lessons. 371.394 INT.

Multi-level Classroom Organization (videocassette). Locally produced, 1979, ALSP workshop. 374.02 FAB.

To Help Them Learn (film). Shows some ways A-V can be used in the classroom. 371.335 TOH.

Writing Objectives for Improved Instruction (kit). 1 filmstrip, 3 cassettes, guide, 10 workbooks. Content and method for writing objectives for teachers and administrators. 370.71 WRI.

A Sampling of A-V Materials for Use with Intermediate Reading (501-803)

501: Geography

Anthropology (videocassette). 28½ min., guide. Anthropology, geography, map reading, sociology, varying viewpoints. 301.2ANT

Maps

Exploring the World of Maps (sound filmstrip). 13 min. An introduction to what map symbols mean, how maps are used, their history, survey map projections, and modern map production. 912.014EXP

Map Reading (game). 8 skill boards in binder. 912.014MAP

Social Studies (kit). 24 Cyclo-Teacher cards. Teaches skills in geography, map reading, and identification of flags, countries, states and Presidents. 910CYC

Map Reading: the United States, Part I (transparencies). 12; color, Spirit masters, guide. Reading grades 4-6. Discusses map reading, North America and U.S. as a whole. 912.73MAS

Synonyms

Synonym Poster Cards (game). 60 sets of synonyms on large cards. 428SYN

502: Civics

Our Federal Government (sound filmstrips). 5, with 5 cassettes, 38 spirit masters, teacher's guide with script and activities. Titles: United States Constitution (18 min.); The Presidency (16 min.); The Legislative Branch (13 min.); The Judicial Branch (11 min.); A System of Checks and Balances (14 min.). 353OUR

The Government (videocassette). 28½ min. U.S. Constitution, Constitutional Convention, principles of the Constitution, the three branches of government. 323.6GOV

The Making of the Constitution (pictures) 15; facsimilies of items pertaining to the Constitutional Convention of 1787. 973.3MAK

Declaration of Independence (poster). Copy of the original document. 973.313DEC

The Presidency (sound filmstrip). 1 cassette, 7½ min., 6 spirit masters, guide. Powers and duties, history of the Presidency. 350.003PRE

The Vice Presidency (sound filmstrip). 1 cassette, 15 min., 6 spirit masters, guide. History and duties of the Vice President. 350.003VPR

The Supreme Court (sound filmstrip). 1 cassette, 9 min., 6 spirit masters, guide. 347.732SUP

The House of Representatives (sound filmstrip). 1 cassette, 9 min., 6 spirit masters, guide. 328.3HOU

Your Rights and What They Really Mean (sound filmstrips). Six, three cassettes, 7-12 min. ea. side. Discusses rights guaranteed under the Constitution, including trials, privacy, and conflicting rights. 342.085YOU

The Civil War (sound filmstrips). Four, two cassettes, 7-12 min. ea. side, guides. 973.7CIV

Documents of Democracy (sound filmstrips). Four, 10-16 min. ea. Titles: Declaration of Independence, the Constitution, Bill of Rights, Emancipation Proclamation. 973DOC

Antonyms

Antonym Poster Cards (game). 60 sets of antonyms on large cards. 428ANT

Main Idea

Reading I (videocassette). 28½ min., guide. Main idea, supporting ideas, relationships. 801.95MAI

Charts, Graphs

Graph (videocassette). 27 min. Bar, line and circle graphs, graph reading. 511GRA

Graphs of Linear Equations (film). Explains relationship between a line on the graph and a set of numbers that describe points. 511.5GRA

Graph Reading (game). 8 skill boards in binder. 511GRA

503: Current Events

Use newspapers, news magazines

Homonyms

Homonym Poster Cards (game). 60 sets of homonyms on large cards. 428HOM

601: World History

Europe (map). 912. 4 EUR

602: Illinois and U. S. History

Illinois Constitution and the U.S. Flag (videocassette). 30 min. James Fife and James Heard in discussion. 323.6ILL

Discovery, Exploration and Colonization of America (sound filmstrips). Six, 3 cassettes, 12½-17 min. ea. side., guides. 973.2DIS

American Spirit in the Revolutionary War (sound filmstrips). Two, cassette. 17 min. ea. side. 973.3AME

603: Dictionary

The Dictionary in Action, parts 1, 2, 3 (filmstrips). Explains orgin and history of dictionary, reasons for its usage, how to use to its best advantage. 403 DIC

701: Earth Science

Geology (transparencies). Basic geological concepts presented in two sets of transparencies and overlays. 551GEO

Nature's Water Cycle (chart). 45x58 cm., color. Explains how the water cycle works. 551.57NAT

Explanation of the Daily Weather Map (chart). Shows meanings of symbols of the weather map. 681.63EXP

Meteorology (transparencies). Six, 1 metric conversion, lesson plan booklet. Important weather concepts, water cycles, frontal movements, cloud types, coriolis force in full color with moving overlays. 551.5MET

702: Botany

The Cell: basic unit of life (sound filmstrips). Five; five cassettes, spirit masters with answers for student quizzes, teachers guide with instructional procedures, scripts. Titles: Cells what they are (11 min.); Cells: parts and functions (11 min.); Meiosis and Mitosis (11 min.); Principles of genetics (15 min.); DNA, RNA and a look into the future. (15 min.). 574. 8CEL

703: Zoology

Protozoa/Hydra Anatomy (chart). Demonstrates basic concepts of protozoan: amoeba, parmecium, euclena and hydra. 593PRO

The Cell basic unit of life. (See description in 702.)

801: Biology (Human Body Systems and Structures)

Enzymes - The Spark of Life (filmstrip). Captions, teachers guide. 612.0151ENZ

Systems of the Human Body (transparencies). Twelve, color. 4 spirit masters, guide. Ditto masters have a quiz. 611 HUM

Nervous System in Man (film). 18 min. Shows how the nervous system, together with the endocrine system, provides cooordination of body movement. Discusses parts of the nervous system, what nerves are, how they work. 612.52NER

The Nervous System (sound filmstrip). 33 1/3 record, 30 min. Discusses parts of the nervous system, what nerves are, how they work. 612.52NER

The nervous System (movie). 11 min. Names and locates parts of the Central Nervous System and demonstrates their functions. 612.82NER

The Human Brain (film). Teachers guide. 11 min. 612.82HUM

The Spinal Column (film). Live action scenes supplemented with X-ray and stop-motion photography. 611.83SPI

The Cardiovascular System (sound filmstrip). 45 min. Discusses the heart, blood, and circulation. 612.1CAR

The Blood: the Circulatory and Respiratory Systems (videocassette). 25 guide. 611.71BOD

The Body Machine: Bone Structure (filmstrip with captions). Teachers guide. 61171BOD

The Body Machine: Muscular System (filmstrip with captions). Teachers guide. 611.73BOD

Muscle: Electrical Activity of Contraction (film). 9 min. Nerve impluses. Reviews internal struture of the muscle. 612.741MUS

The Alimentary Tract (film). Teachers guide, 11 min. Portrays the mechanical factors which prepare food for rapid chemical change. Uses microscopic photography. 612.3ALI

Digestive System (transparencies). Overlays showing the entire digestive system: tongue, salivary glands, esophagus, liver, stomach, pancreas, villi, small intestine, large intestine, appendix, and rectum. 611.3DIG

801: Digestion of Food (sound filmstrip). 11 min. Explains function and importance of digestion and absorption of food in the body. Shows effects of a derangement in the digestive mechnaisms. 612.3DIG

Respiration in Man (film). Teachers guide, 26 min. Air pollution, physiology. 612.2RES

Our Eyes and How They Work (sound filmstrip). Two; 1 record, 17 min. ea. side. "Why we see like human beings" series. On reverse: vision problems and eye care. 612.84OUR

802: Biology (health, nutrition)

The Alcohol Problem: what do you think? (film). Teachers guide, 18 min. Narcotic habit; psychological effect; drug abuse. 613.81ALC

The Great Nutrition Robbery (sound filmstrip). Three, three cassettes, 1 booklet. Demonstrates what you should and should not eat. Clarifies a number of popular misconceptions about nutrition. 641.1GRE

Food Power for Your Family (poster). Shows four basic food groups. 641.1FOO

You Are What You Eat (poster). Promotes good nutrition. 641.1YOU

Nutrition (transparencies). Twenty, with guide. An aid in the teaching of basic nutrition. 641.1NUT

Concepts in Nutrition (sound filmstrip). 5 cassettes, 14½-23½ min. ea., guides. Discusses the body's needs, different types of nutrients, why people eat the way they do, and diet selection. 641.1CON

A Sampling of A-V Materials for Use with Intermediate English (501-803)

501:

Nouns (filmstrip). "Using Parts of Speech" series, #1. 425NOU

Nouns: Plurals and Possessives (filmstrip). 425NOU

What is a Noun? (sound filmstrip). "Putting Words in Order/Sentence Structure," #3. 425PUT

502:

Subject and Predicate Agreement (sound filmstrip). "Putting Words in Order/Sentence Structure," #6. 425PUT

Subject-Verb Agreement (videocassette). Color. Guide. 428SUB

What Are Subjects and Predicates? (sound filmstrip). "Putting Words in Order/Sentence Structure," #2. 425PUT

Verbs (filmstrip). Color. Captioned. 425VER

What is a Verb? (sound filmstrip). "Putting Words in Order/Sentence Structure," #4. 425PUT

503:

Pronouns (filmstrip). "Using Parts of Speech," #3. 7.425PRE

Pronouns (videocassette). Color, guide. 27 min. 428PRT

601:

Adjectives (filmstrip). "Using Parts of Speech," #4. 425ADJ

Adjectives and Adverbs (sound filmstrip). "Putting Words in Order/Sentence Structure," #5. 425PUT

Adverbs (filmstrip). "Using Parts of Speech," #0. 425ADV

Modifiers (videocassette). Color, guide. 25 min. 426MOD

602:

Prepositions, Conjunctions, Interjections (filmstrip). "Using Parts of Speech," #7. 425PRE

Conjunctions (transparencies). 15 transparencies, color. 425CON

603:

Listen and Write (cassette). 15 cassettes, 10 min. each; workbooks. Tapes cover basic writing from parts of speech and capital letter to filling out forms and writing summaries. 808.042LIS

701-703:

801-803: What is a Sentence? (sound filmstrip). Color. Presents different kinds of sentence construction. "Putting Words in Order/Sentence Structure," #1. 425PUT

Sentence Building (transparencies). 10 transparencies; overlays; guide. Covers linking verbs and objective complement construction. Explains the combination of main and dependent clauses into sentneces. 520.9AST

Sentence Problems I (sound filmstrip). A filmstrips, 4 cassettes, 15 min. each. Conquering Composition" series. Contents: 1. fragments; 2. verb-subject agreement; 3. pronouns antecedents; 4. awkward shifts. 428SEN

Sentence Problems II (sound filmstrip) 4 filmstrips, 2 cassette, 15 min. each. "Conquering Composition" series. Contents: 1. choppy sentences; 2. run-on sentences; 3. dangling modifiers; 4. wordiness. 428SEN

Writing Sense (sound filmstrip). 6 sound filmstrips, color; 6 cassettes. Contents: Being Yourself on Paper; sharpening Your sentence Sense; Organizing You Ideas Into Paragraphs; Giving Dimensions to Your Paragraphs; Keeping Your Reader on the Track. 12 repro master worksheets, programs guide. 808WRI

A sampling of A-V Materials for Use with Intermediate Mathematics (501-803)

501 - 603: Decimals

Understanding and Using Decimals (sound filmstrips). Ten, with ten cassettes, 12-15 min. ea. side. Guide, 68 spirit masters, pre and post tests. 513.2DEC

701 - 803: Fractions

Understanding and Using Fractions (sound filmstrips). Ten, with ten cassettes, 76 spirit masters, teachers manual. Set contains all the elements to give student an opportunity to learn to compute fractions. 513.26COM

Fractions (record). Programmed learning aid. 513.26FRA

Fractions (cassettes) two; 45 min. ea., books. Programmed learning aid. 513.26 FRA

Fractions I (videocassette). 28 min., guide. GED Mathematics tape 1. 513. 26 FRA

Fractions II (videocassette) 29½ min., guide. GED Mathematics tape II. 513. 26FRB

The Curriculum Department of the Chicago Urban Skills Institute supports the following professional standards.

PROFESSIONAL STANDARDS

The Illinois Adult and Continuing Educators Association, Inc. represents a diverse membership which shares a concern for the development of the adult and continuing education profession. In recognition of the unique character of our profession and in accordance with the constitution of the Association, the following professional standards have been identified. It is the intention of the Association that these standards be applied voluntarily and with due recognition of the rights of the individual adult educator.

The adult and continuing educator:

1. Is committed to his/her own lifelong learning
2. Understands the physical, psychological, social and cognitive characteristics of the adult learner
3. Accepts the learner's cultural and ethnic uniqueness
4. Is flexible and innovative
5. Communicates effectively with learners, colleagues and supervisors
6. Establishes linkages with appropriate community resources
7. Is committed to the adult and continuing education profession

The adult education instructor:

1. Provides a nonthreatening, supportive atmosphere for learning which fosters freedom of thought and expression
2. Demonstrates competence in the subject area to be taught
3. Assists learners in formulating personal learning objectives and assessing progress toward those objectives
4. Facilitates a continuum of successful learning experiences for the adult learner
5. Uses the instructional methods, techniques, materials and resources most appropriate for the learning tasks and characteristics of the adult learner
6. Uses a variety of appropriate evaluation techniques to assess learning

TRAINING SPECIALIST INPUT FORM

The Curriculum Department encourages the use of this form to provide feedback on the utilization of this Guide and to provide input into future revisions. Please return it to your regional director or mail it directly to the Curriculum Department, Chicago Urban Skills Institute, 3901 South State Street, Chicago, Illinois 60609.

1. Number of students enrolled in 501 - 803 _____

2. Region in which you teach _____

3. Years of experience as an ABE/GED teacher _____

4. Course Content Section Comments

   a. Reading

   b. English

   c. Math

5. Suggested Changes

6. Other Comments

7. OPTIONAL

   a. Name _____

   b. Phone where you can be reached between 8:30 - 4:30 _____

   c. Are you interested in being a member of a Curriculum Advisory Committee? ___Yes ___No

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